The Teacher's Casquet

(Songs, Games & Recitations)

Volume I

WITHDRAWN

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A Flower Girl in Holland

George Hitchcock

THE TEACHER'S CASQUET

(SONGS, GAMES AND RECITATIONS)

VOLUME I

BY

LOUIE JESSE AND ELLEN GREEN HADDON

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FOREWORD

TO THE TEACHERS OF LITTLE CHILDREN OF THE ENGLISH-SPEAKING WORLD

It is recognized to-day—though perhaps not yet so universally as our educational authorities desire—that the teacher of infant classes is the most important person on the staff of an elementary or other school. And that her sense of her personal responsibility is high in proportion as her work is noble and far-reaching in its consequences.

This essentially modern development of public opinion is only the giving of practical effect to the age-old beliefs of Aristotle, that those who educate little children are more to be honoured than they who produce them; and of Locke that "the least and even apparently imperceptible impressions received in infancy have consequences very important and of long duration." Yet, again, we are now acting on the view Whateley, greatest of logicians, expressed: that the education that begins in the fourth year of a child's life is beginning three years too late. Finally, we may note that Dr. H. P. Ballard, whose name ranks deservedly high in educational circles to-day, has quite recently pointed out that "the whole trend of modern psychology is to push farther and farther back along the line of age the real formative influences on a child's mind and character."

In this work of teaching young children, with these ideas kept always in view, specialization has taken place. And an admirable and increasingly satisfactory efficiency has already resulted.

This Teacher's Casquet represents the crystallization into practical educational form of the best educational opinion on Infant Teaching.

In the five volumes composing this unique series, we have lessons for little ones prepared with the object of developing the feeling for colour, for form, and for movement on lines of health and beauty; for the training of the little eye and hand and of the small limbs to exquisite expression. Here too are crisp and skilled directions so that the teacher can educe, with the minimum of trouble, an understanding of nature, animate and inanimate, and a habit of observation of seasonal and other phenomena. Stories of babyhood in other and far-away lands inculcate an early

realization of what we now call *humanized* geography. Games with numbers teach arithmetic—without tears and even with joy. The moral qualities are awakened as effectively by songs and dramatized play as are the habits of health by rhythmic dances and exercises. Indeed, all that is best in child nature is fostered and developed and *educated* in the best sense of the term, along the widest lines.

Where all is excellent, it is invidious to mention one section. But we must point out that the stirring little " Empire Song " cannot fail to inculcate even at the earliest age, the poet's admonition—

> Love thou thy Land, with love far-brought
> From out the Storied Past.

This patriotic gem is, of course, nowhere else available—for infant school teachers or for anybody else.

Enough has been written to prove that the series is one to be welcomed by the earnest infant school teacher as a real help. There is no book nor set of books quite like it on the market. While other works designed for teachers of very small children inform them how they ought to approach their duties, this TEACHER'S CASQUET supplies the Lessons already prepared to enable them to excel in their arduous and important work amongst our smallest scholars.

It is fitting, in view of the difficulties attaching to their vocation that every educational aid possible should be given in order to lighten the burden on the teachers in our midst. The sense of responsibility can hardly be lightened for those who are, by nature and by training, truly conscientious.

Teachers have been well named " the allies of legislators. . . . They aid in regulating the atmosphere whose incessant action and pressure cause the life-blood to circulate and to return, pure and healthful, to the heart of the nation. . . ."

Teachers of the English-speaking world, to help you in your noble aims and self-devoted lives—here is THE TEACHER'S CASQUET.

M. W.

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I. WIGWAM SONGS AND DANCES

I

INDIAN WAR DANCE

Step.—Hop twice on one foot, and then twice on the other, holding the other leg well up with the knee bent.

Instruments.—War drum ; rattle boxes.

(A *war drum* can be easily manufactured from an empty cardboard box, and *rattle boxes* out of boxes containing a few beads.)

Weapons.—War hatchets or tomahawks (made out of cardboard).

Song.—Music and sounds are given on page 12.

1*st Movement.*—All step round in single file singing the war-song.

2*nd Movement.*—Dance round in large circle, with musicians in centre.

3*rd Movement.*—Dance round, leaping grotesquely on the last syllable " Ko."

4*th Movement.*—Dance round with bodies bending as far forward as possible.

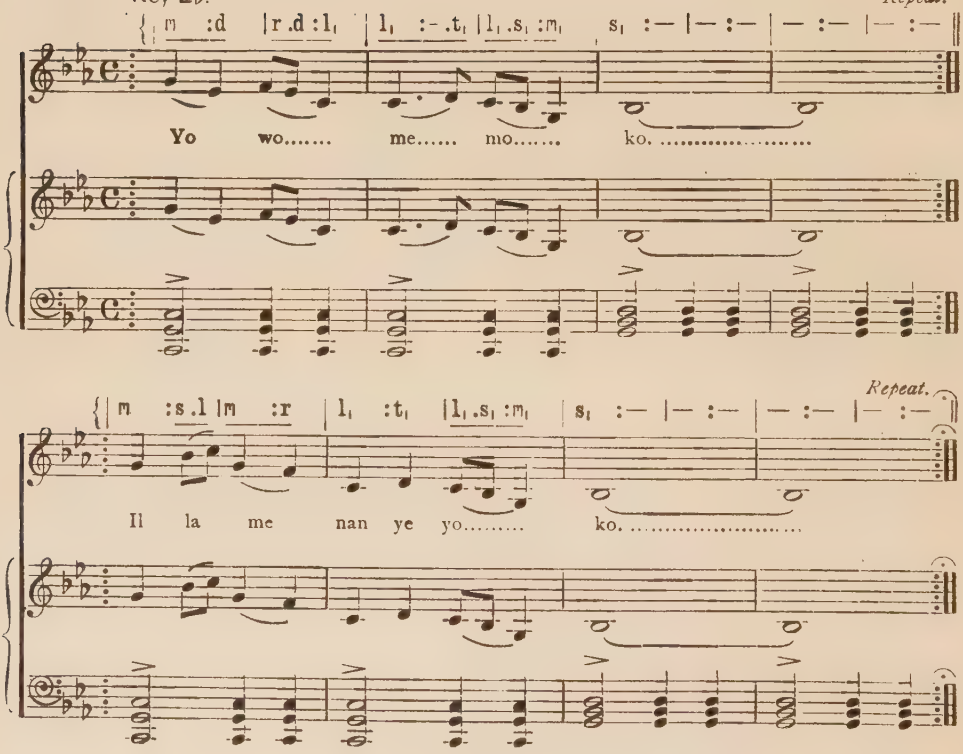
5*th Movement.*—Dance round, swaying bodies from side to side in time with the music.

6*th Movement.*—Repeat leaping (No. 3) ; music at an increased speed.

WAR SONG.

Indian Air.

Key Eb.

Repeat.

II

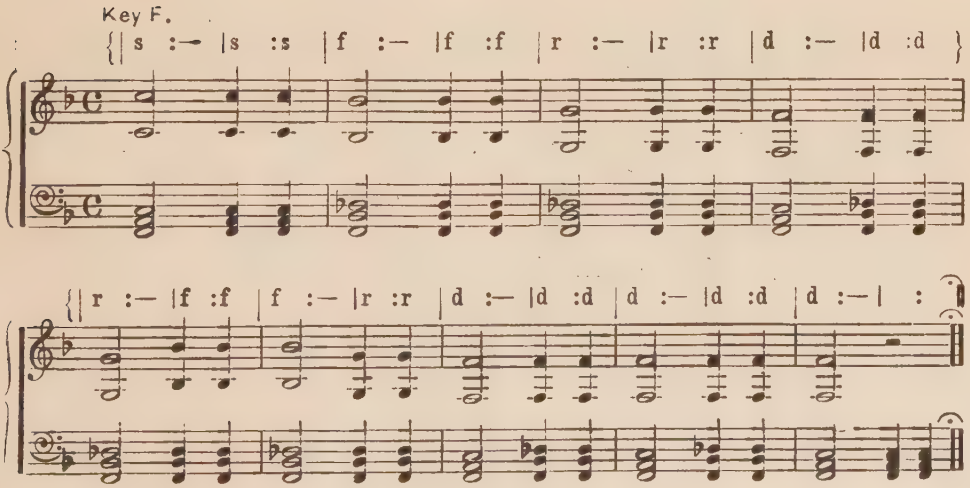
INDIAN "RAIN DANCE"

This dance is performed as an invocation to the Great Spirit to send refreshing rain upon the parched earth.

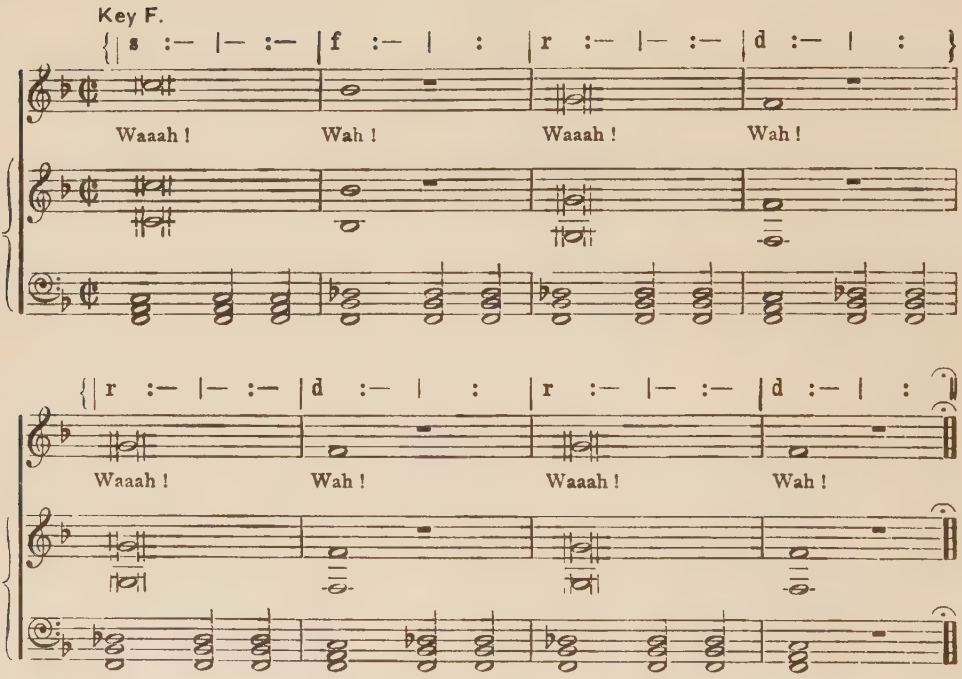
The braves stand in a circle, in the centre of which sit the musicians playing on the war drum.

(1) All sing the following Indian melody to the syllable "Wah," striking upon the open mouth with the palm of the right hand on the first beat of every bar.

INDIAN MELODY.



The Invocation.



(2) Then follows the Invocation, performed by raising the arms over the head, then bending forward as far as possible until the outstretched arms nearly touch the ground. Performers rise and fall to the rhythm of the melody, rising to the long sound and falling to the short sound.

(3) Repeat the first melody, clapping the hands on the first beat of every bar, instead of striking the mouth with the open palm.

(4) Repeat the Invocation (as in No. 2).

(5) March round (to Melody No. 1) in a circle on tip-toe, raising the knees well up and bending the body slightly forward.

(6) Repeat the Invocation.

(7) Repeat No. 5.

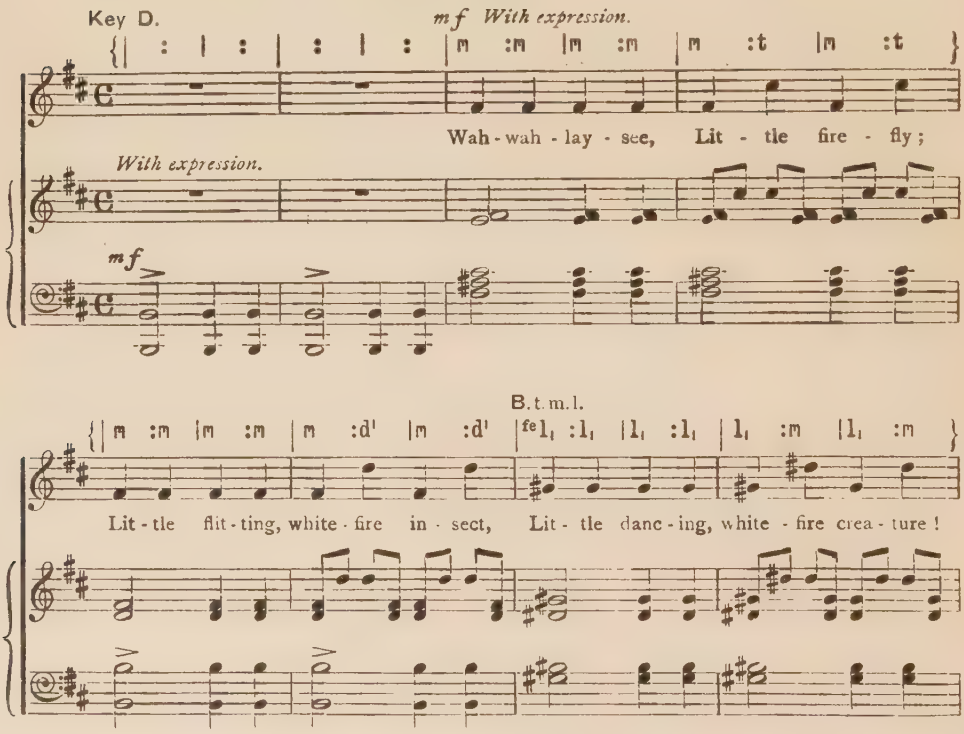
(8) Invocation again. At the last time of bending forward, all fall flat upon the ground, remaining perfectly still for a few moments.

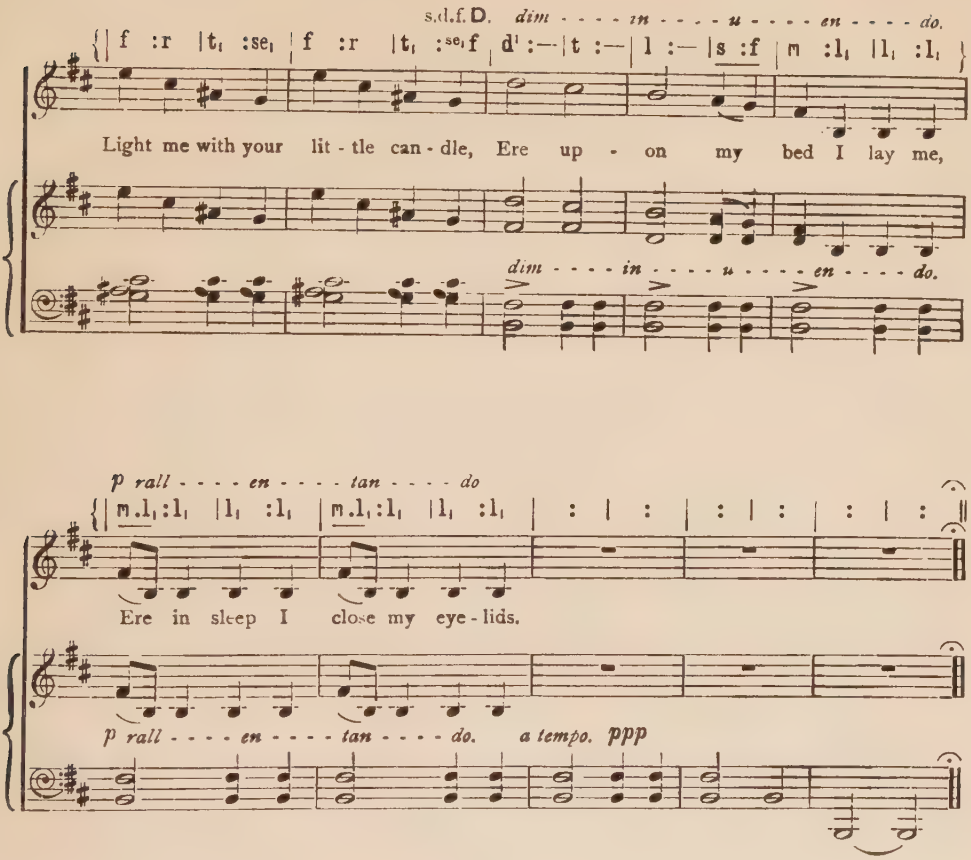
III

THE FIREFLY SONG

Music by kind permission of
MR. CARL FISCHER, NEW YORK.

Arranged from an
Apache Indian Air.


Key D.
mf With expression.
Wah - wah - lay - see, Lit - tle fire - fly;
With expression.
mf
B.t.m.l.
Lit - tle flit - ting, white - fire in - sect, Lit - tle danc - ing, white - fire crea - ture!


s.d.f. D. dim - - - - in - - - - u - - - - en - - - - do.
Light me with your lit - tle can - dle, Ere up - on my bed I lay me,
dim - - - - in - - - - u - - - - en - - - - do.
p rall - - - - en - - - - tan - - - - do
Ere in sleep I close my eye - lids.
p rall - - - - en - - - - tan - - - - do. a tempo. ppp

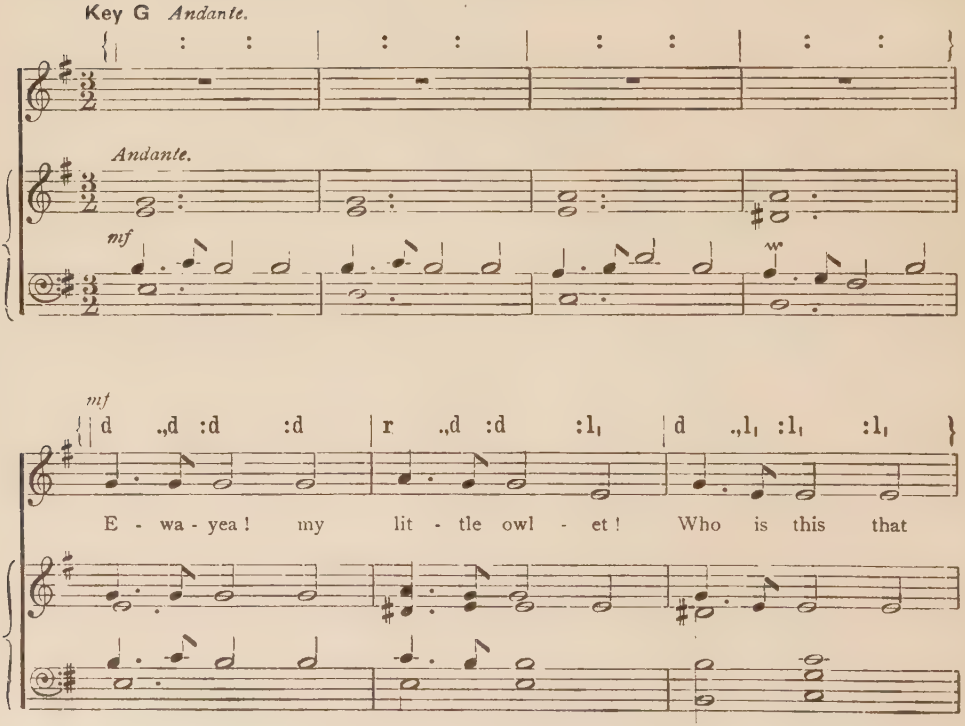
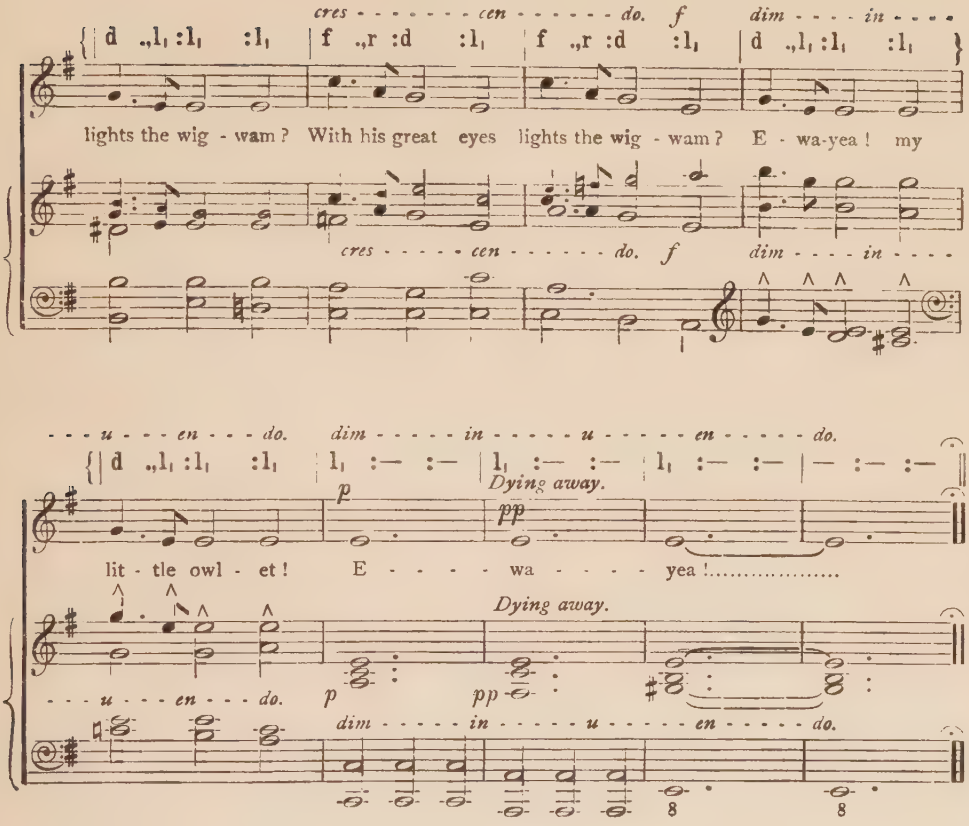
Wah-wah-lay-see, little firefly,
Little flitting, white-fire insect,
Little dancing, white-fire creature!
Light me with your little candle
Ere upon my bed I lay me,
Ere in sleep I close my eyelids!

IV

"E-WA-YEA!"

(THE OWLET SONG, FROM "HIAWATHA.")

Indian Air.



cres - - - - - - cen - - - - - - do. f dim - - - - in - - - -
d „l, :l, :l, | f „r :d :l, | f „r :d :l, | d „l, :l, :l,
lights the wig - wam? With his great eyes lights the wig - wam? E - wa-yea! my
cres - - - - - cen - - - - - do. f dim - - - - in - - - -
- - - u - - - en - - - do. dim - - - - - in - - - - - u - - - - - en - - - - - do.
d „l, :l, :l, | l, :— :— | l, :— :— | l, :— :— | — :— :—
p Dying away. pp
lit - tle owl - et! E - - - - wa - - - - yea!.....
Dying away.
- - - u - - - en - - - do. p pp
dim - - - - - in - - - - - u - - - - - en - - - - - do.
8 8

E-wa-yea, my little owlet!
Who is this that lights the wigwam,
With his great eyes lights the wigwam?
E-wa-yea, my little owlet!
E-wa-yea!

II. JAPANESE SONGS AND DANCES

I

JAPANESE NURSERY RHYMES

(1) PAT-A-CAKE.

"Atama, ten, ten,"
Says Baby when
He pats himself on the head.
"Atama, ten, ten,
Ah-ua-wa," then,
"Ne-ne-nen-nen,
Off to bed."

(2) THE RABBIT IN THE MOON.

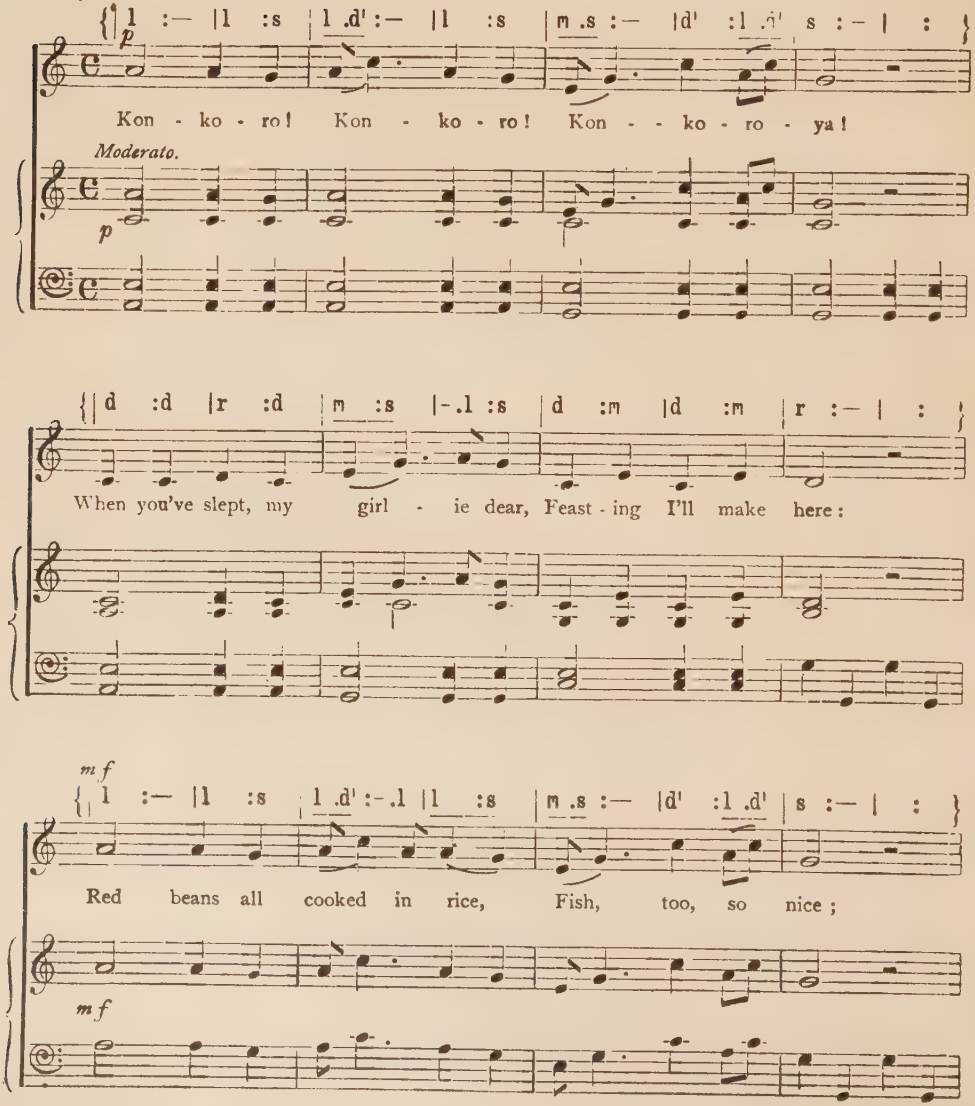
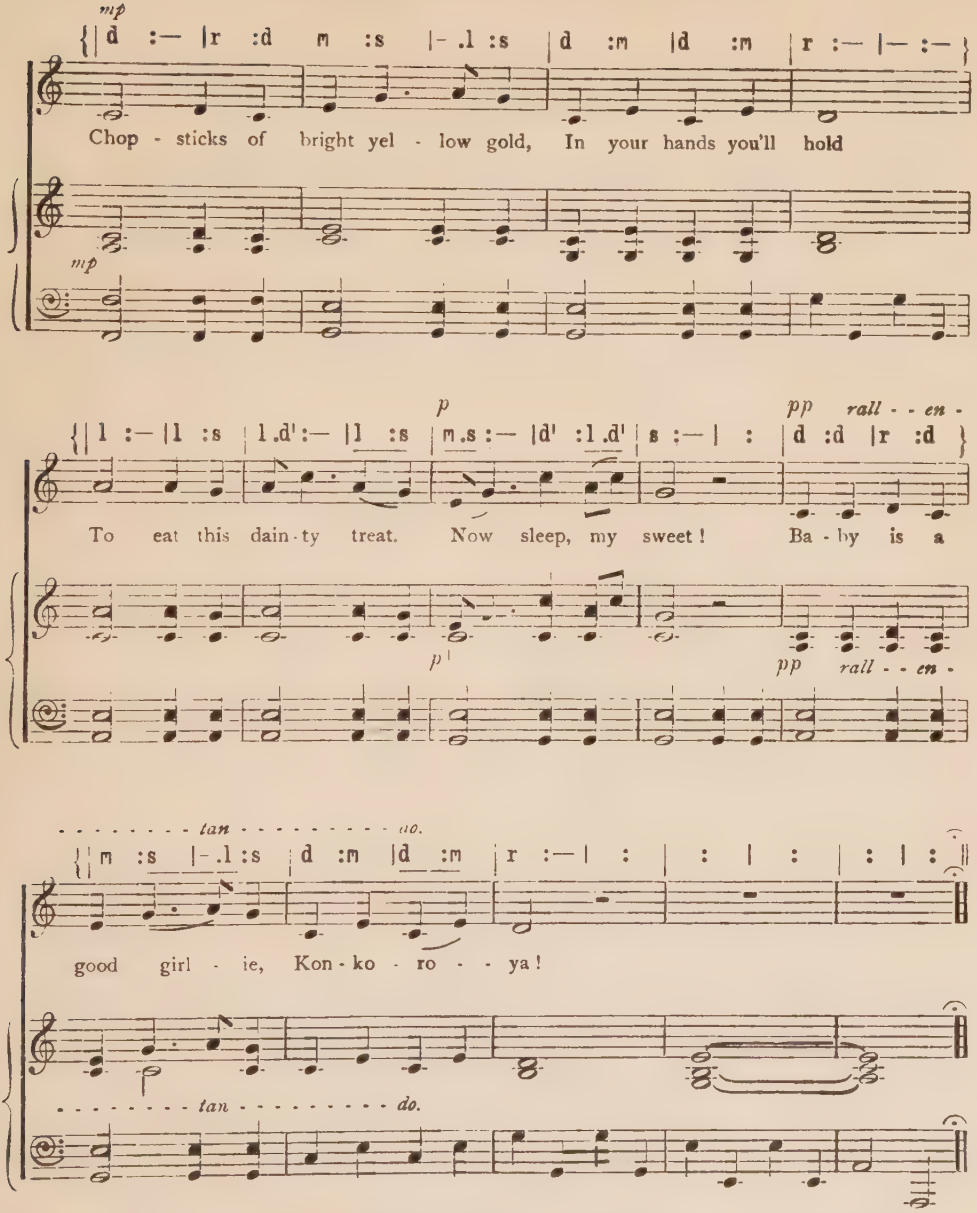
"O Hare, downy Hare,
What do you see to jump at there?"
"The fifteenth night, the full moon so bright
I see, and jump, my fair!
Peem—Peem—Peem!"

[NOTE.—Japanese stories say that there is a rabbit in the moon. According to the lunar calendar, the moon is always full on the fifteenth of the month.]

11
GOLDEN CHOPSTICKS

(A JAPANESE LULLABY.)

Words and Air by kind permission of
MRS. M. MADDEN, OSAKA, JAPAN.


Key C. Moderato.
p
Kon - ko - ro! Kon - ko - ro! Kon - - ko - ro - ya!
Moderato.
p
When you've slept, my girl - ie dear, Feast - ing I'll make here:
m f
Red beans all cooked in rice, Fish, too, so nice;
m f

mp
Chop - sticks of bright yel - low gold, In your hands you'll hold
mp
p
pp rall - - en -
To eat this dain - ty treat. Now sleep, my sweet! Ba - by is a
p
pp rall - - en -
tan - - - - - - - - - - do.
good girl - ie, Kon - ko - ro - - ya!
tan - - - - - - - - - - do.

[NOTES.—1. *Konkoro* means "lullaby." In the nursery rhyme on page 23, *Nennero* is a derivative from the verb *Neru* (to sleep), and corresponds also to the English *by-lo*, or *lullaby*.
2. Red beans cooked in rice are a great treat, being one of the ceremonial dishes of Japan.]

III

THE OLD MAN AND THE SPARROW

(JAPANESE NURSERY SONG.)

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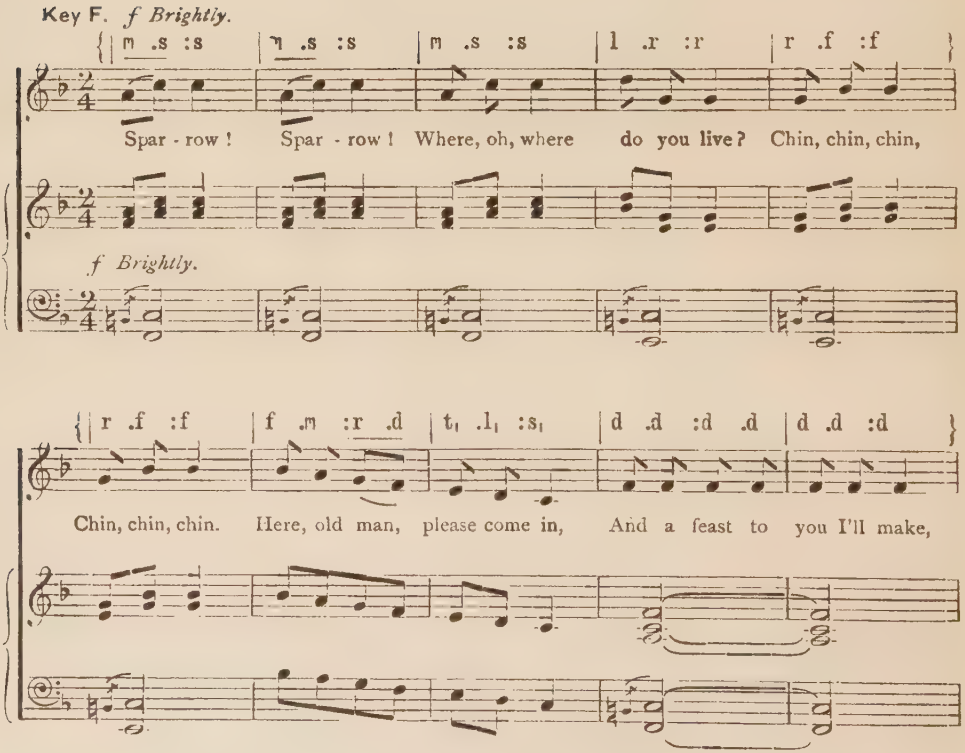
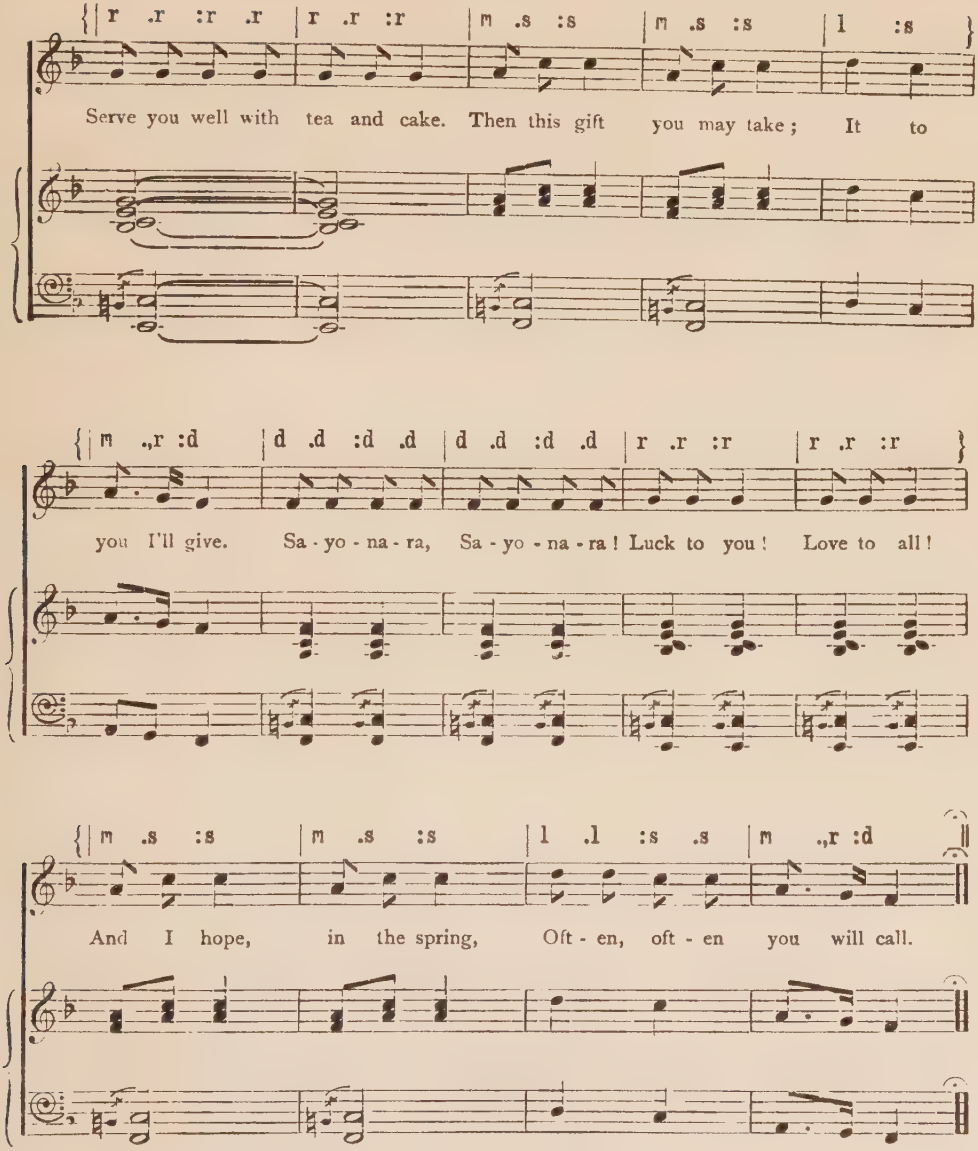

Key F. f Brightly.
Spar - row ! Spar - row ! Where, oh, where do you live? Chin, chin, chin,
f Brightly.
Chin, chin, chin. Here, old man, please come in, And a feast to you I'll make,


r .r :r .r | r .r :r | m .s :s | m .s :s | l :s
Serve you well with tea and cake. Then this gift you may take; It to
m .,r :d | d .d :d .d | d .d :d .d | r .r :r | r .r :r
you I'll give. Sa - yo - na - ra, Sa - yo - na - ra! Luck to you! Love to all!
m .s :s | m .s :s | l .l :s .s | m .,r :d
And I hope, in the spring, Oft - en, oft - en you will call.

[NOTE.—*Sayonara* means "farewell."]

IV

THE GIFT BOAT

(JAPANESE BALL RHYME.)

Words and Air by kind permission of
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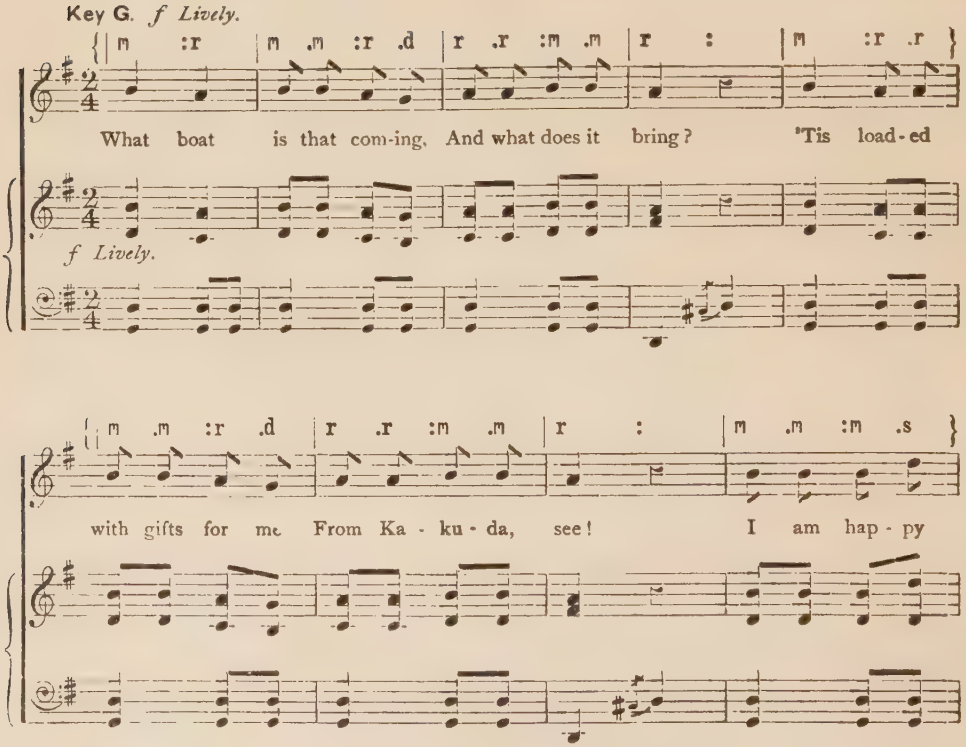
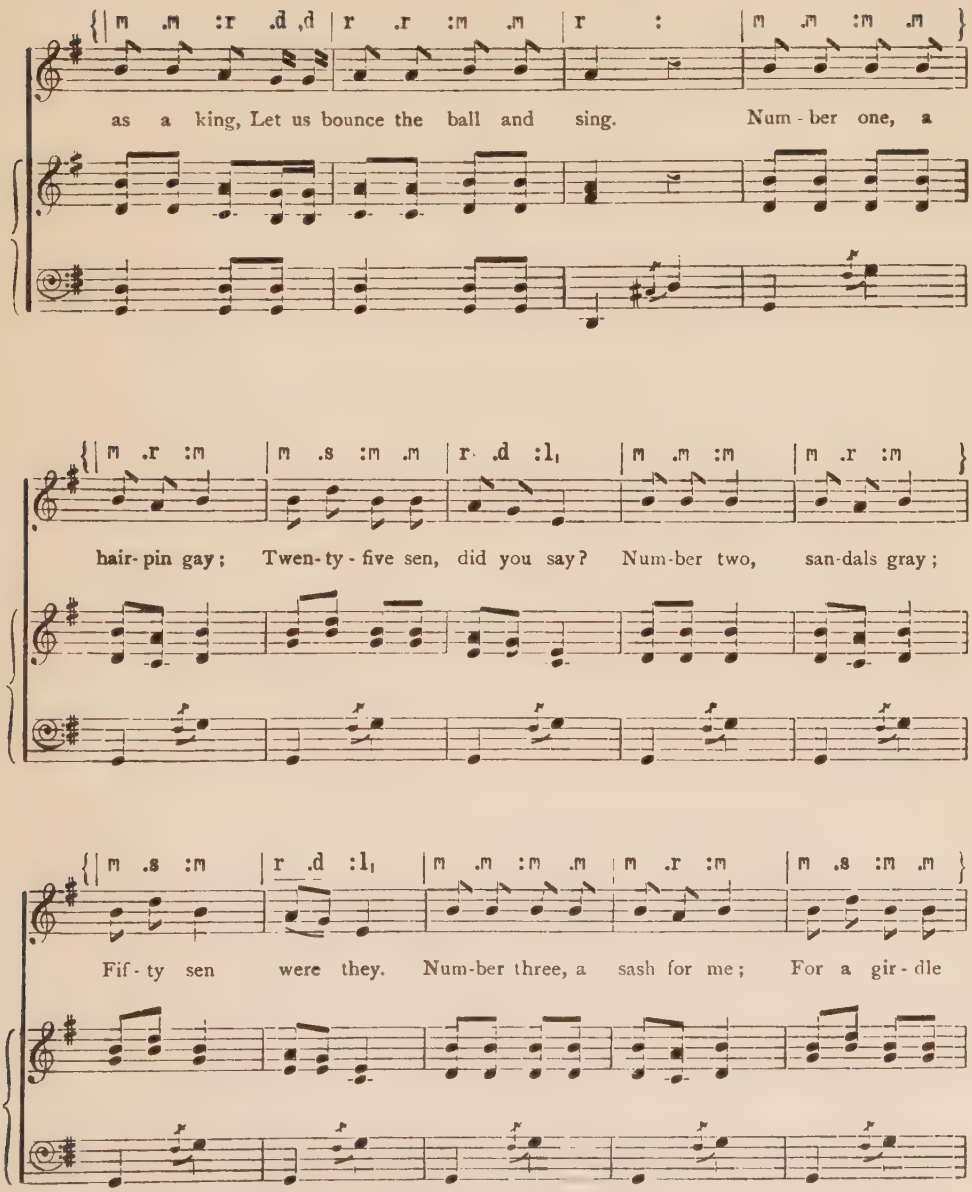
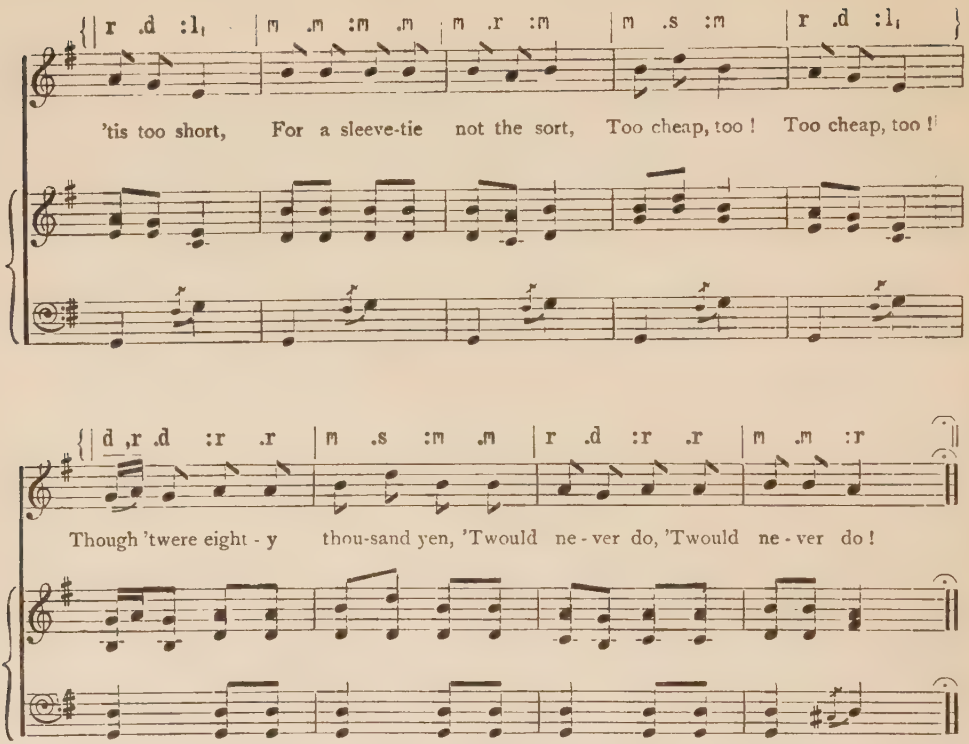

Key G. f Lively.
What boat is that com-ing, And what does it bring? 'Tis load-ed
f Lively.
with gifts for me From Ka - ku - da, see! I am hap - py


as a king, Let us bounce the ball and sing. Num - ber one, a
hair-pin gay; Twen-ty - five sen, did you say? Num-ber two, san-dals gray;
Fif - ty sen were they. Num-ber three, a sash for me; For a gir - dle


r .d :l,
m .m :m .m
m .r :m
m .s :m
r .d :l,
'tis too short, For a sleeve-tie not the sort, Too cheap, too ! Too cheap, too !
d ,r .d :r .r
m .s :m .m
r .d :r .r
m .m :r
Though 'twere eight - y thou-sand yen, 'Twould ne - ver do, 'Twould ne - ver do !

What boat is that coming, and what does it bring ?
'Tis loaded with gifts for me from Kakuda, see !
I am happy as a king ! Let us bounce the ball and sing :
" Number One, a hairpin gay : twenty-five sen, did you say ?
Number Two, sandals gray : fifty sen were they.
Number Three, a sash for me—
For a girdle 'tis too short, for a sleeve-tie not the sort !
Too cheap, too !
Though 'twere eighty thousand yen,
'Twould never do ! "

[NOTE.—This song is sung by little girls when bouncing a ball. Its moral is that a child who is dull is like a sash that is too short; and a child who is " too smart " is like a tie that is too long: be it ever so rich, it is useless.]

V

GAMES WITHOUT MUSIC

(1) THE JAPANESE GAME OF "GOBLINS."

Form a ring as for Blind Man's Buff. Choose two boys to be the Goblins. Carefully blindfold them, and give two stones or metal discs to one. When he strikes them together, the sound furnishes a clue to his whereabouts which may be of use to the other Goblin. As soon as the Goblin has given a signal, he darts away from the spot to avoid being caught by the other one ; then he strikes the stones together again. When he is caught his captor takes the stones and gives the signal in his turn.

This game causes great amusement to the onlookers.

(2) JAPANESE TAG.

One player tries to touch or "tag" the other players. After a player has been tagged he must place his left hand on the part touched, and in this attitude chase the other players.

When he succeeds in tagging some one else he is allowed to remove his hand from the part tagged.

III. NORWEGIAN SONGS AND DANCES

I

RECITATION

COME, LITTLE BIRD!

Come, little bird! Come, do not fear!
The glorious Christmas-time is near.

In my poor garden thou shalt see
A sheaf of corn aloft for thee.

Come, little bird! Pray list to me!
Bring all thy sparrow friends with thee.

The naughty pussy stealing by
Shall harm thee not when I am nigh.

When shines the glorious Christmas Star,
Come, birdies, o'er the snow so far!

Then you and I our songs we'll raise
To give the holy Christ-child praise.

II

NORWEGIAN MOUNTAIN MARCH

DIRECTIONS.

Formation.—Triangle: one leader, two followers. Leader holds a handkerchief in each hand; those following grasp handkerchief in outside hands; inside hands joined.

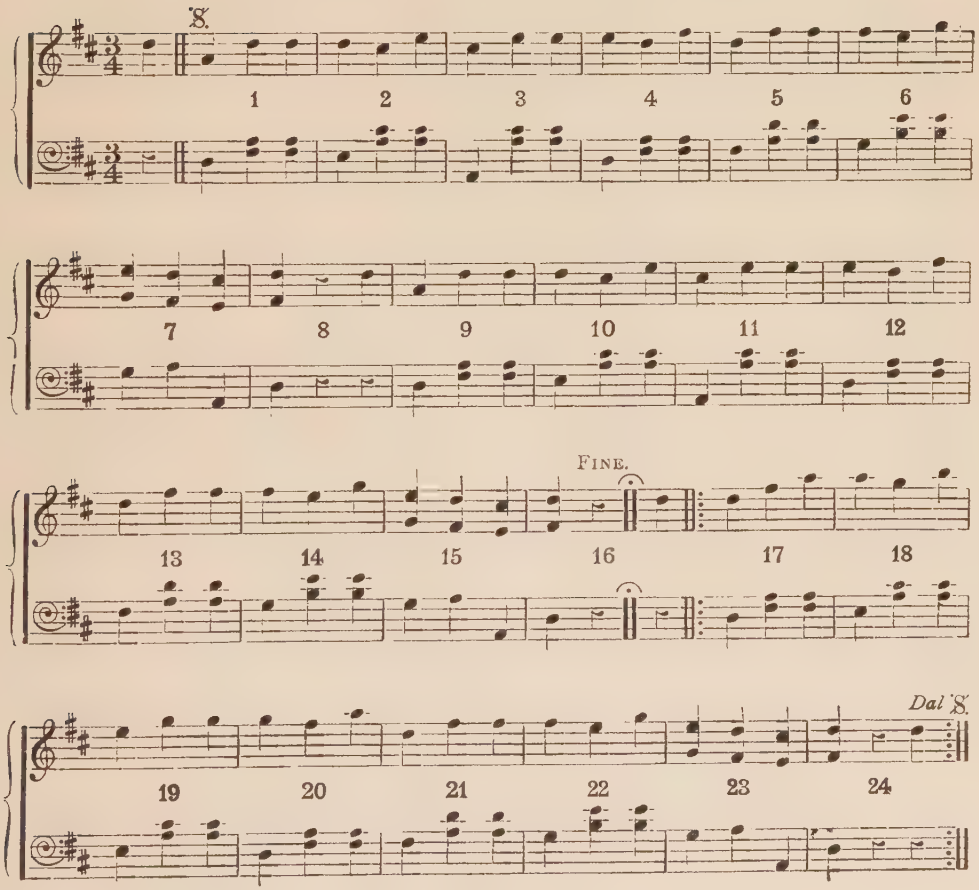
Measures 1–16.—Polka step forward, stamping on first step, eight times; repeat. Bend in direction of moving foot.

Measures 17–24.—Leader (No. 1) stamps once and moves backward with polka step under the arms of the other two. No. 2 (on the left) dances under No. 1's right arm. No. 3 turns round under No. 1's right arm.

Leader turns under his own arm. Repeat.

Repeat from the beginning.

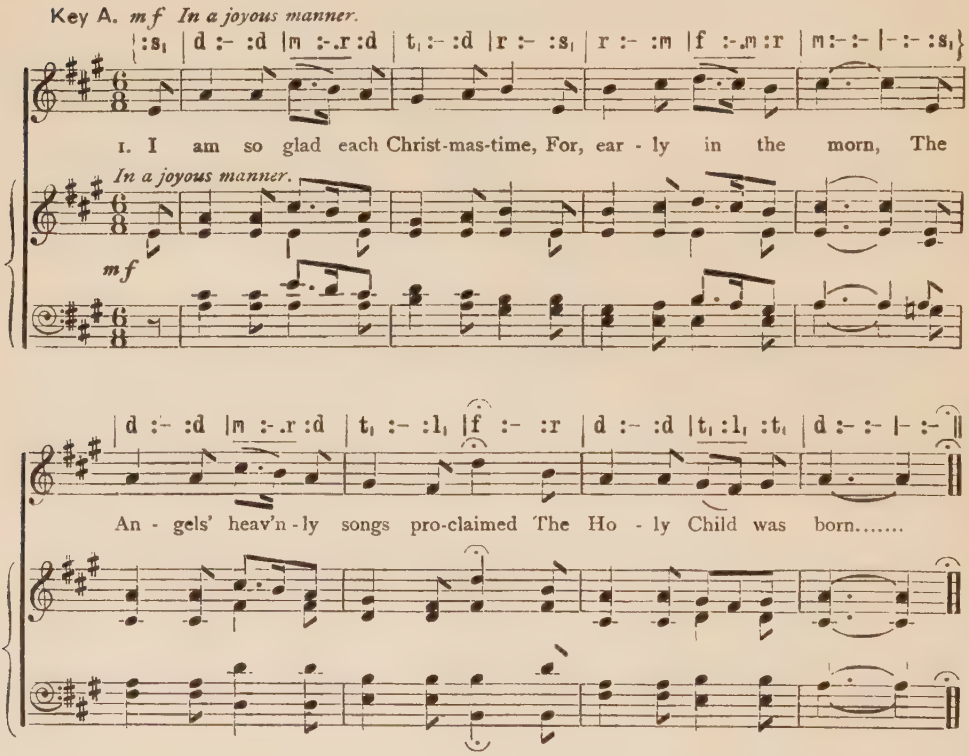
NORWEGIAN MOUNTAIN MARCH.



III

I AM SO GLAD EACH CHRISTMAS-TIME

(Jeg er saa glad hver julekveld.)


Key A. mf In a joyous manner.
1. I am so glad each Christ-mas-time, For, ear - ly in the morn, The
In a joyous manner.
mf
An - gels' heav'n - ly songs pro-claimed The Ho - ly Child was born.....

1.

I am so glad each Christmas-time,
For, early in the morn,
The angels' heav'nly songs proclaimed
The Holy Child was born.

2.

That little Child of Bethlehem
Was Lord of Heaven and earth,
And yet, to signify his love,
He chose a lowly birth.

3.

And though on Heaven's glorious throne
He reigns above to-day,
He loves His little children here
And listens while they pray.

4.

On every corner of the earth
The Christmas star shall shine,
And all the darkness pass away
Beneath its light divine.

5.

I am so glad each Christmas-time
To lift my voice and sing
The hymn of praise the angels sang
To glorify their King ;

6.

To carol with the heavenly host,
Whose praises never cease :
" May glory be to God on high !
On earth good-will and peace ! "

7.

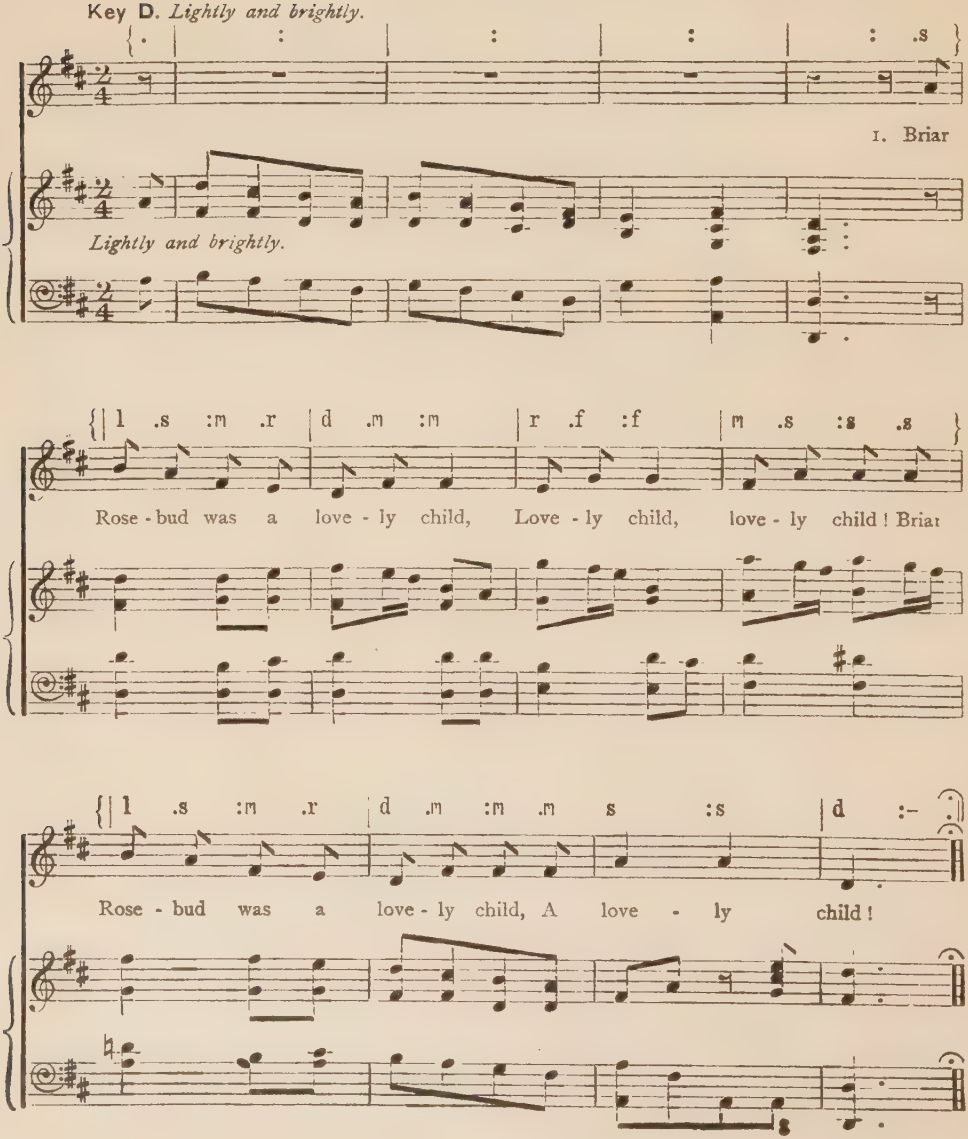
I am so glad each Christmas-time
To feel the Christ-child's love,
And know that some day I shall make
My home in Heaven above.

IV

BRIAR ROSE

(Tornerose.)

From the Norwegian.


Key D. Lightly and brightly.
1. Briar
Lightly and brightly.
Rose - bud was a love - ly child, Love - ly child, love - ly child ! Briar
Rose - bud was a love - ly child, A love - ly child !

BRIAR ROSE.

1. Briar Rosebud was a lovely child.
2. She lived up in a tower so high.
3. A wicked fairy cast her spell.
4. Briar Rosebud pricked her tiny hand.
5. She fell asleep a hundred years.
6. A thorny hedge grew all around.
7. Prince Charming cut the thorns away.
8. He woke Briar Rosebud with a kiss.
9. Briar Rosebud then became his bride.
10. Now let us sing and dance for joy!

DIRECTIONS.

Verses 1 *and* 2.—Choose three children to take the part of Princess Briar Rosebud, Prince Charming, and the Wicked Fairy. Briar Rosebud sits in the centre of the ring; the Fairy and the Prince stand outside. Children walk round singing the words of verses 1 and 2.

Verse 3.—Sung by the Wicked Fairy alone, who afterwards retires from the ring.

Verse 4.—Briar Rosebud rubs her finger.

Verse 5.—The Princess falls asleep upon the ground.

Verse 6.—The children join raised hands to form the thorny hedge.

Verses 7 *and* 8.—Sung by Prince Charming alone.

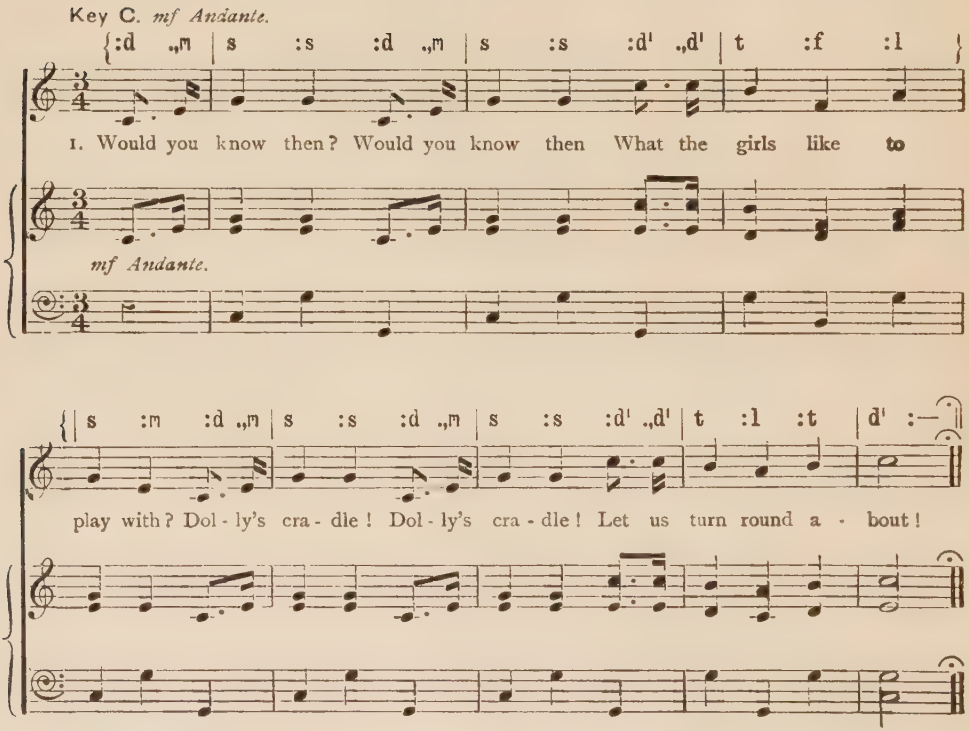
Verse 9.—The Prince and Princess dance gracefully round the ring.

Verse 10.—All the children sing and dance joyfully round the ring.

V

WOULD YOU KNOW WHAT WE ARE PLAYING?

(Vil I vide?) *Ringdans.*


Key C. mf Andante.
:d „m | s :s :d „m | s :s :d' „d' | t :f :l
1. Would you know then? Would you know then What the girls like to
mf Andante.
s :m :d „m | s :s :d „m | s :s :d' „d' | t :l :t | d' :—
play with? Dol - ly's cra - dle! Dol - ly's cra - dle! Let us turn round a - bout!

1.

Would you know then?
Would you know then
What the girls like to play with?
Dolly's Cradle! Dolly's Cradle!
Let us turn round about!

2.

Would you know then ?
Would you know then
What the boys like to play with ?
Tops a-spinning ! Whips a-cracking !
Let us turn round about !

3.

Would you know then ?
Would you know then
How a lady would greet you ?
She would curtsey ! She would curtsey !
Let us turn round about !

4.

Would you know then ?
Would you know then
How a gentleman would greet you ?
Raise his cap—so ! Raise his cap—so !
Let us turn round about !

5.

Would you know then ?
Would you know then
What the old lady's doing ?
Knitting stockings ! Knitting stockings !
Let us turn round about !

6.

Would you know then ?
Would you know then
What the old man is doing ?
Snuff he's taking ! Snuff he's taking !
Let us turn round about !
A-tishoo ! A-tishoo !

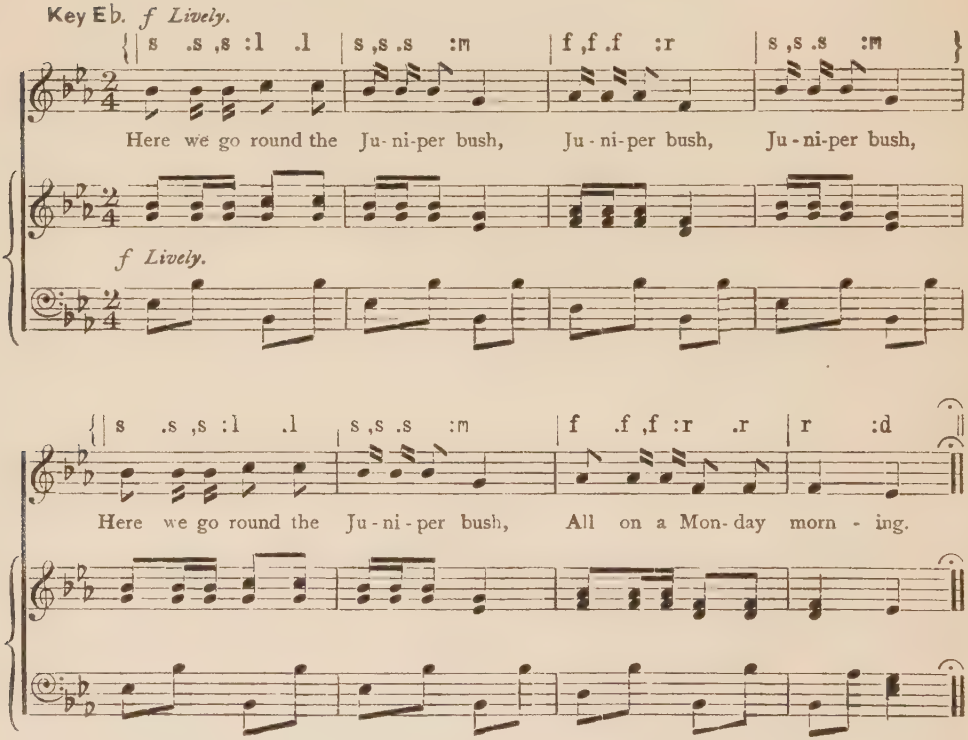
DIRECTIONS.

Dance round in a ring, to the right for verse 1, to the left for verse 2, and so on
Then stand still and perform the action indicated by the words.
At the words " Let us turn round about," twist round, clapping the hands.
When the last verse has been sung, all stand still and sneeze violently.

VI

HERE WE GO ROUND THE JUNIPER BUSH!

(Saa gaar vi rundt om en euerbush!)


Key Eb. f Lively.
Here we go round the Ju-ni-per bush, Ju-ni-per bush, Ju-ni-per bush,
f Lively.
Here we go round the Ju-ni-per bush, All on a Mon-day morn-ing.

1.

Here we go round the Juniper bush,
All on a Monday morning.

2.

This is the way we wash the clothes,
All on a Monday morning.

3.

This is the way we rinse the clothes,
All on a Tuesday morning.

4.

This is the way we hang the clothes,
All on a Wednesday morning.

5.

This is the way we mangle the clothes,
All on a Thursday morning.

6.

This is the way we iron the clothes,
All on a Friday morning.

7.

This is the way we scrub the floor,
All on a Saturday morning.

8.

This is the way we go to church,
All on a Sunday morning.

DIRECTIONS.

Children dance round hand in hand during the first verse. During the next six verses they stand still and imitate the movements of the work mentioned. In the last verse they march round in couples, arm in arm.

VII

NORWEGIAN NURSERY RHYMES

(1) THE WEEK.

Monday is my holiday,
Tuesday I go out to play,
Wednesday is my day of fun.
Thursday: see me dance and run!
Friday, I do as I please;
Saturday, my day of ease;
So my week will gaily go—
Tip! tap! top! toe!

(2) RIDE A COCK-HORSE!

Who comes a-riding?
It is a lovely lady.
Trot, trot, trot, my lady,
Trot, trot away!

Who comes a-riding?
It is the noble master.
Gallop, gallop, master,
Gallop, gallop away!

Who comes a-riding?
It is my baby boy.
So hop, and skip, and jump,
My baby boy!

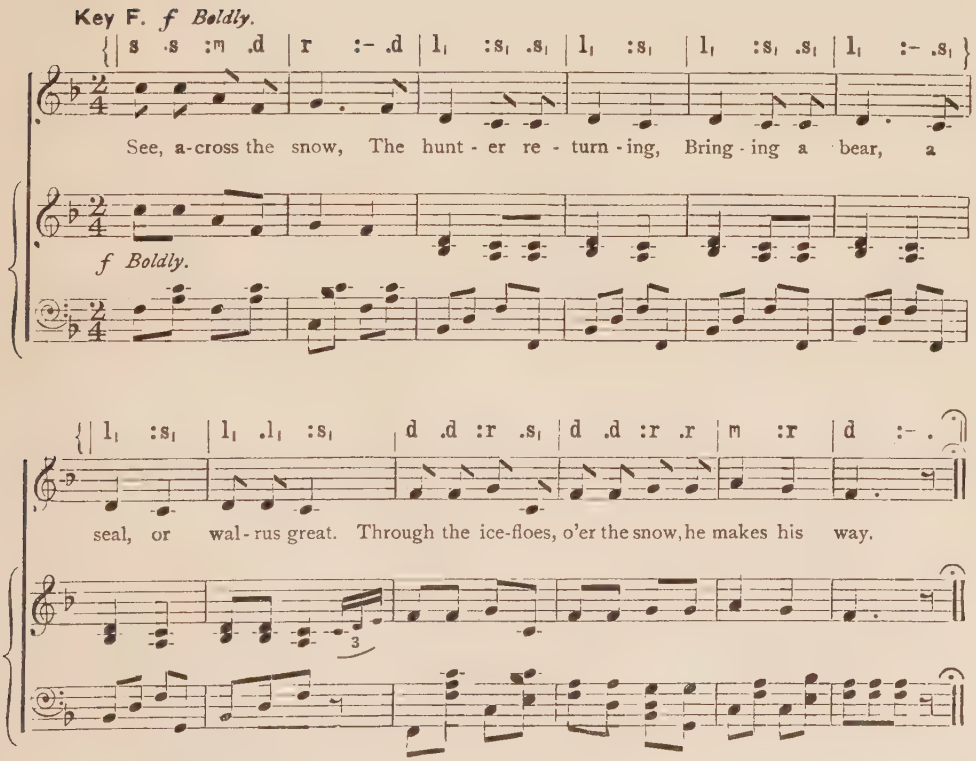
(3) FINGER PLAY.

On my hand a thumb I've got;
Next comes finger "Lick-the-pot."
In the middle "Long Man" see
Hear him snapping merrily.
Next to him the "Ring Boy" mild:
He is such a gentle child.
Who comes next? Why! don't you know?
'Tis "Little Peter," nodding so.

IV. ESKIMO SONGS AND DANCES

I

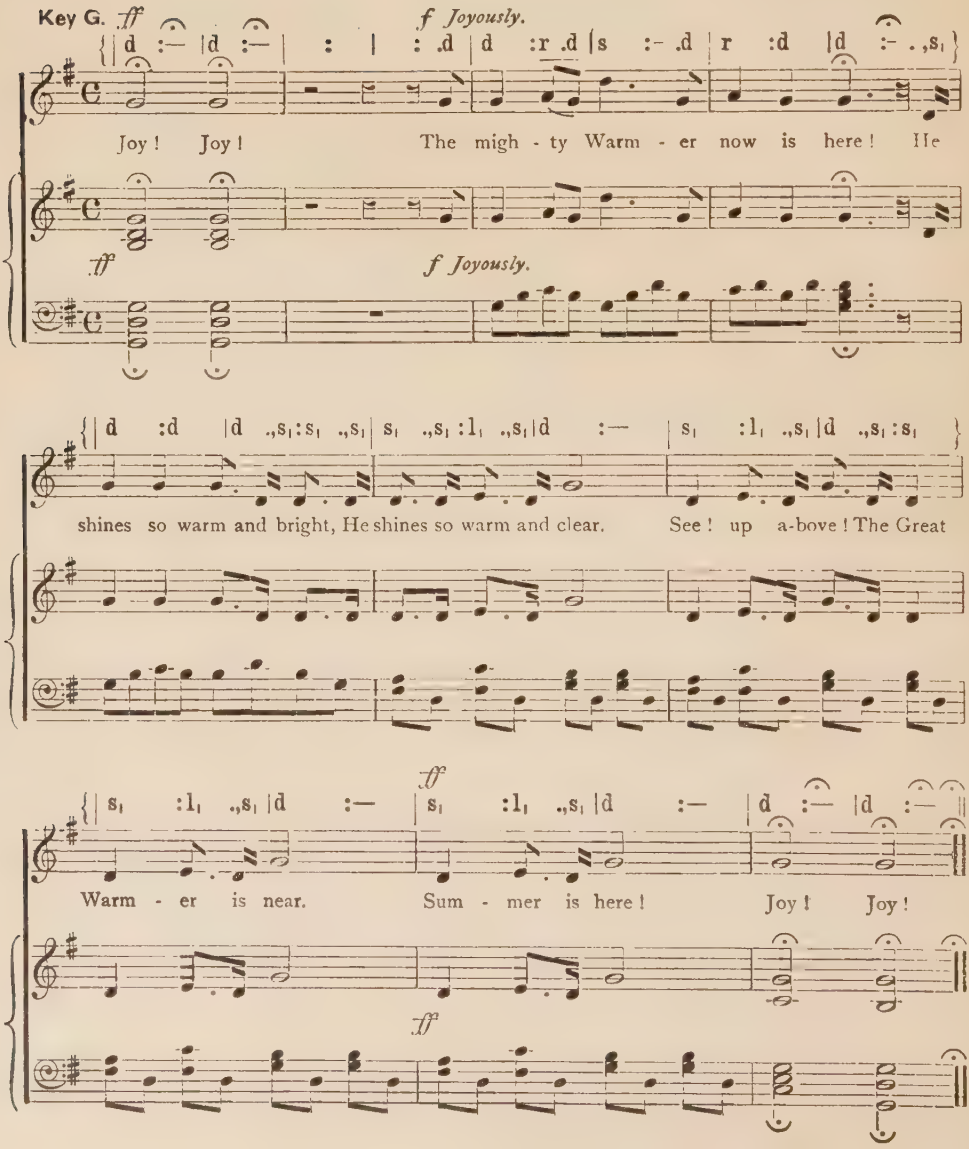
THE RETURNING HUNTER

From "Eskimo Airs," by kind permission of
MR. CARL FISCHER, NEW YORK.

Key F. f Boldly.
See, a-cross the snow, The hunt - er re - turn - ing, Bring - ing a bear, a
f Boldly.
seal, or wal - rus great. Through the ice-floes, o'er the snow, he makes his way.

II

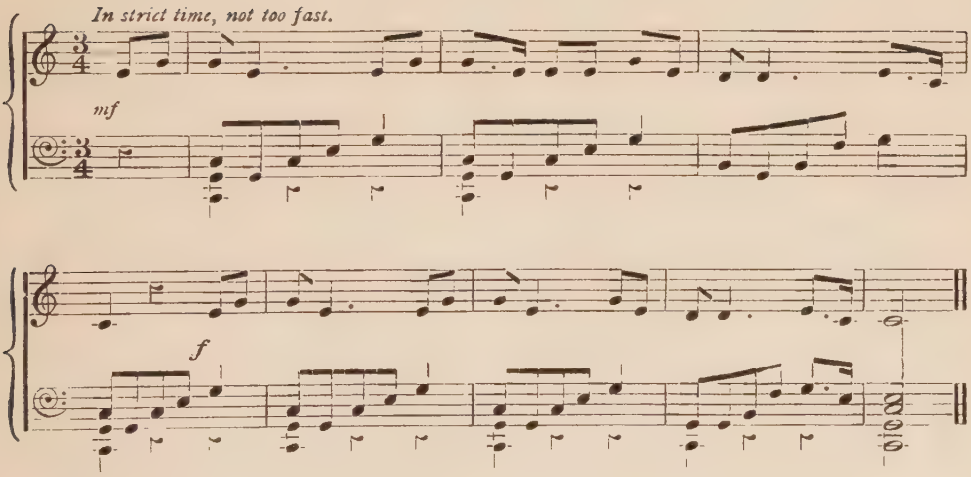
SUMMER SONG

From "Eskimo Airs," by kind permission of
MR. CARL FISCHER, NEW YORK.


Key G.
ff
f Joyously.
Joy! Joy! The migh - ty Warm - er now is here! He
shines so warm and bright, He shines so warm and clear. See! up a-bove! The Great
ff
Warm - er is near. Sum - mer is here! Joy! Joy!
ff

III

THE TORNIT DANCE



[In this dance, the performers jump up and down to right and left with knees bent, hands hanging, palms touching. On the last notes, all jump as high as possible.]

IV

ESKIMO GAMES

By kind permission of Miss Clara Kern Bayliss, Illinois, U.S.A.

I. OUTDOOR GAMES.

(1) FOLLOW THE LEADER

The leader runs across the snow ; sometimes his feet are turned out grotesquely, at other times he turns them in. The other players follow immediately behind him. They have to place their feet in the tracks of the leader—with a very quaint result.

(2) TWIN TAG.

Each player chooses a partner to whom he is tied by the ankles. Tag is played then according to ordinary rules, but the players have to run in couples.

(3) A RING-GAME RACE.

The children form two circles holding hands. Turning in a direction from right to left all the time, each ring tries to reach the winning post first.

II. INDOOR GAMES.

(1) FEATURE GAME.

The children sit in a semicircle round their leader, who sits facing them. The leader touches her features and the others imitate her movements exactly.

With a good leader this game can be made very amusing for the little ones.

(2) DART THROWING

The dart is like a pen in shape, with a sharp point in the larger end and a feather in the smaller. The target, of soft wood, is placed four feet from the thrower. The players form two sides, marking the score with pegs. The side getting most points wins. This game is enjoyed by the children during the long dark winter.

(3) DART AND DISC.

A flat disc with a hole in the centre is set on the ground. The children sit round in a circle, each holding a dart like a meat-skewer. Each in turn throws, trying to throw the dart into the hole of the disc.

The winner is the one that succeeds the most times without missing.

V. CHINESE GAMES AND SONGS

I

CHINESE GAMES

(1) BUYING A LOCK.

Oh, here we all go to buy us a lock !
What kind of a lock shall it be ?
We'll buy one of silver, or buy one of gold,
But what shall we use as a key ?

We'll use a broom handle ; if that will not do,
With a poker we'll try it alone.
But if neither the broom nor the poker will do
We will open it then with a stone.

DIRECTIONS.

Children stand hand in hand in a long line. The two children at one end raise their clasped hands, and the child at the other end leads under the archway until No. 3 has passed under and, standing behind No. 2, makes a new arch. This is repeated until all are standing one behind the other with left hands raised over right shoulders, and right hands clasping left hands of preceding children.

(This game is somewhat similar to the old English Game, "The Good Ship Sails.")

(2) CAT AND MOUSE.

Children form a ring, with one child inside to be the mouse. Another child outside the ring is the cat.

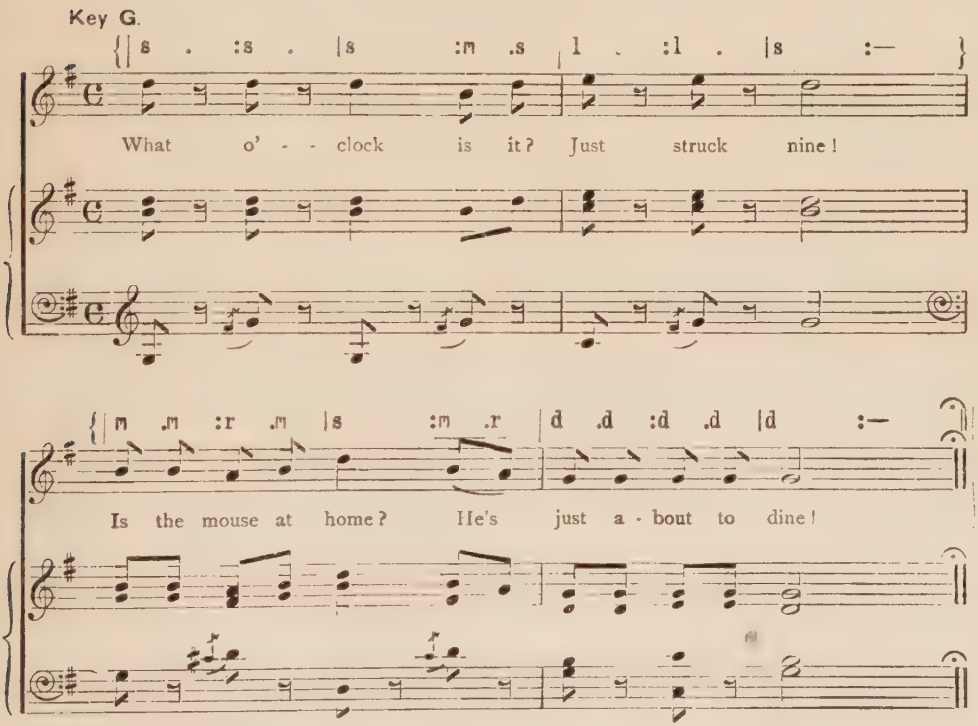
The ring goes round and round singing :

What o'clock is it ?
Just struck nine !
Is the mouse at home ?
He's just about to dine !

The mouse keeps as far as possible from the cat. When the ring stops, the cat runs in at one side and the mouse out at the other.

They wind in and out of the ring until the mouse is caught, the cat always following in the footsteps of the mouse.

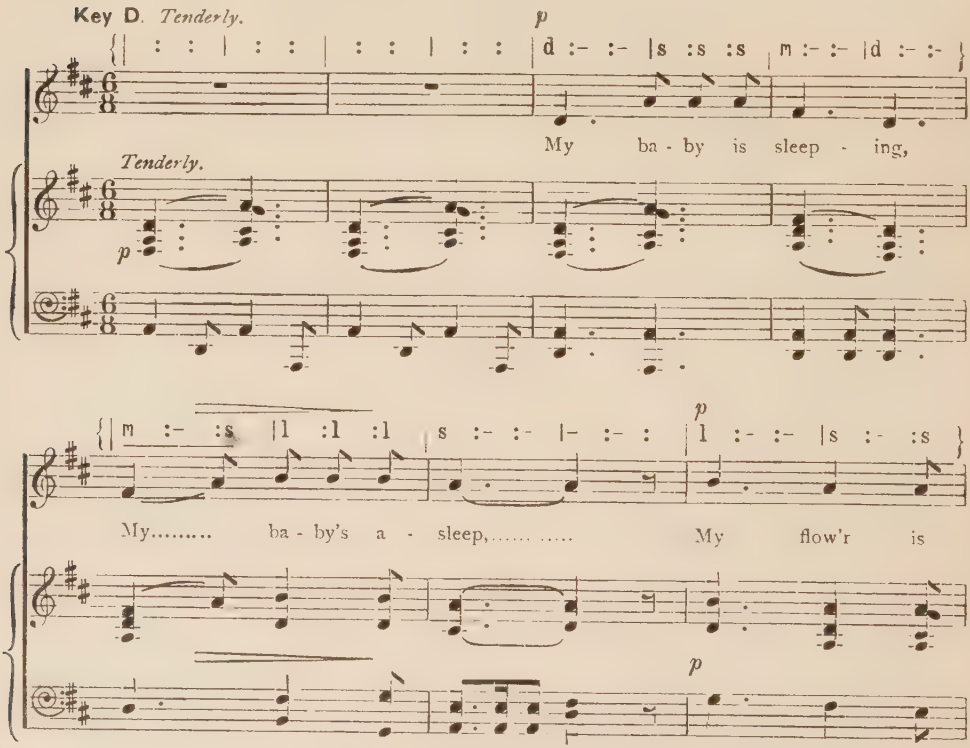
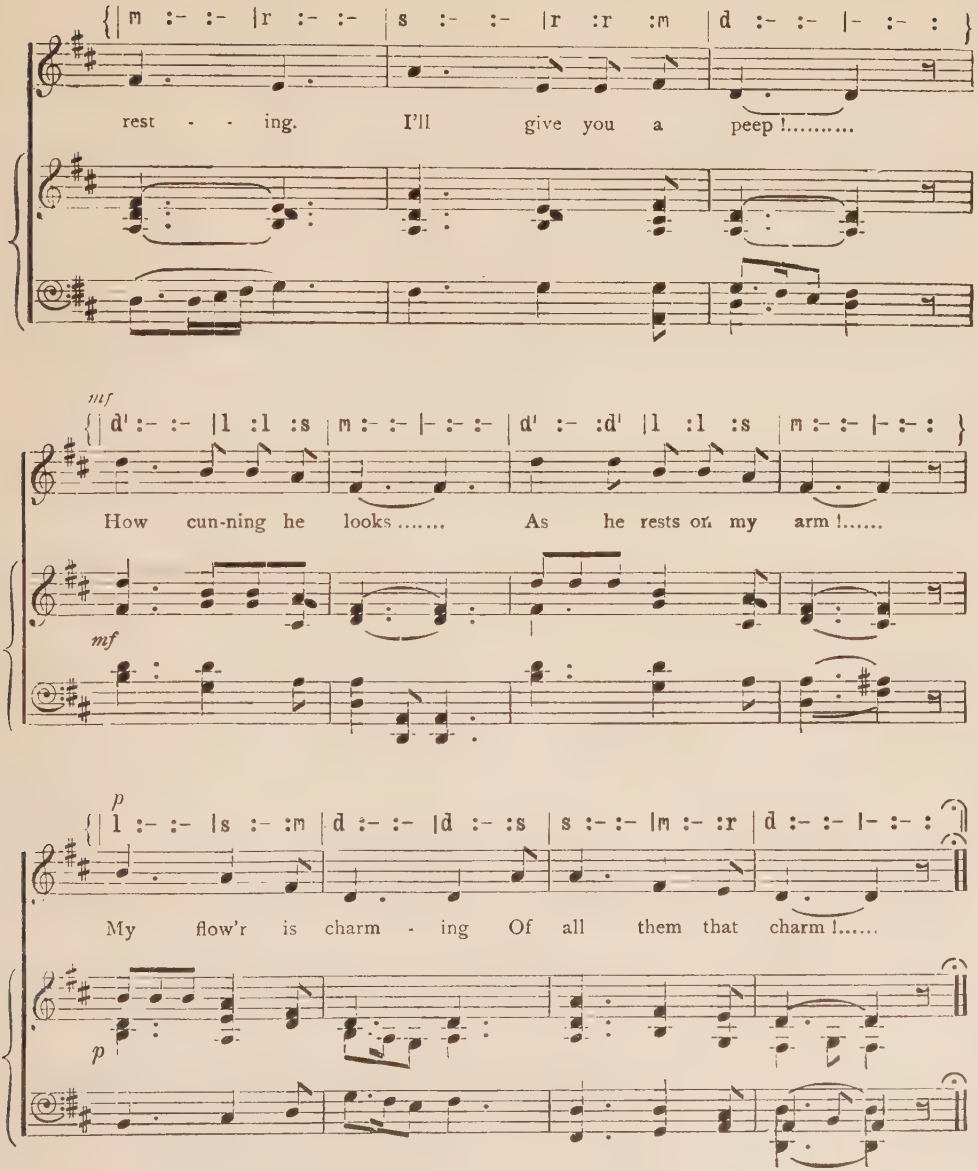
Cat and Mouse.



II

CHINESE LULLABY

Words from "Chinese Mother Goose Rhymes" (Isaac I. Headland), by kind permission of the FLEMING H. REVELL CO.

Music from "Characteristic Songs and Dances of all Nations," by kind permission of MESSRS. BAYLEY & FERGUSON.


m :- :- |r :- :- |s :- :- |r :r :m |d :- :- |- :- :
rest - - ing. I'll give you a peep !.....
mf
d' :- :- |l :l :s |m :- :- |- :- :- |d' :- :d' |l :l :s |m :- :- |- :- :
How cun-ning he looks ..... As he rests on my arm !.....
mf
p
l :- :- |s :- :m |d :- :- |d :- :s |s :- :- |m :- :r |d :- :- |- :- :
My flow'r is charm - ing Of all them that charm !.....
p

VI. DUTCH SONGS AND DANCES

I

DUTCH NURSERY RHYMES

(1) A-SPYING!

A-spying! A-spying!
I see two ships a-lying!
What is one ship? A tub.
What is in the tub? A pail.
What is in the pail? A jar.
What is in the jar? A spoon.
What is in the spoon? An egg.
What is in the egg?
Two crumbs of white bread,
Two crumbs of rye bread.
Hop! jump! skip! and run
Like little birdies in the sun.

(2) A SKIPPING SONG.

A ball of string! A ball of string!
Call a pretty girlie in!
Turn! jump! turn! jump!
Little Johnny, turn and jump!

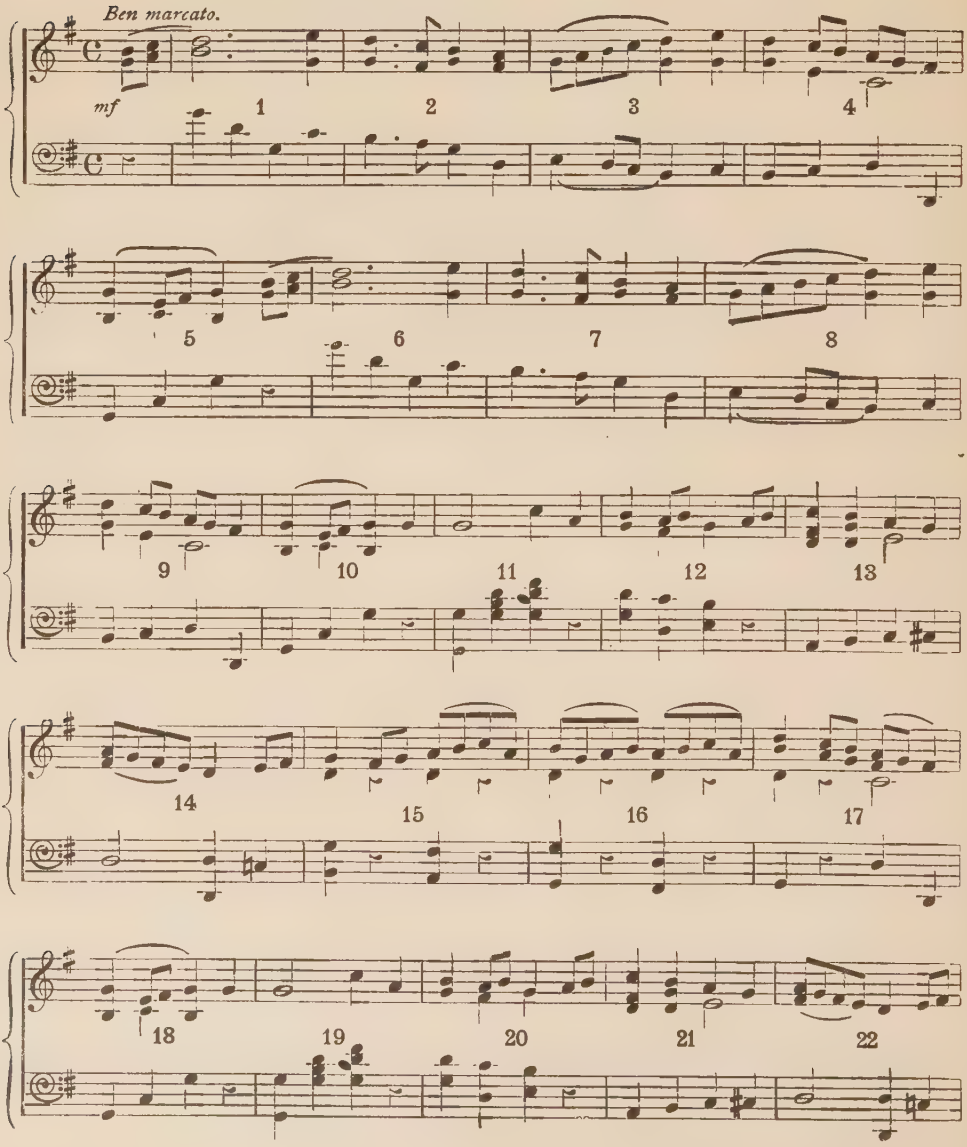
Little Johnny thinks he's clever—
Turning, jumping, skipping ever.
Turn! jump! turn! jump!
Pretty girlie, turn and jump!

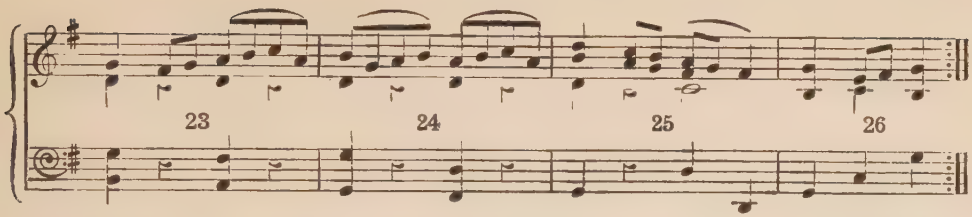
(3) DUTCH FINGER PLAY.

"To bed! To bed!" the Thumbkin said.
"No food I've got!" said Lick-the-pot.
"Where shall I find some?" said Long Man trim.
"In Grandfather's cupboard," said Ring-a-ling.
"Then I shall tell him," said the Little Thing.

II

THE MATELOT *(Hornpipe).*





THE MATELOT: A DUTCH HORNPIPE.

Measure 1.—1st Beat . . . Stamp left foot on ground.
2nd Beat . . . Knock right heel loudly behind left.
3rd and 4th Beats Knock right heel in front of left, arms extended.

Measure 2.—1st Beat . . . Stamp right foot on ground.
2nd Beat . . . Knock left heel behind right.
3rd and 4th Beats Knock left heel in front of right.

Measures 3 *and* 4.—Repeat measures 1 and 2.

Measure 5.—Repeat measure 1.

Measures 6–9.—Repeat measure 1, moving round in a circle.

Measure 10.—1st Beat . . . Spring up.
2nd Beat . . . Tap ground with left foot.
3rd and 4th Beats Knock right heel on ground in front of left foot, arms extended.

Measure 11 . . . . Slide right foot forward and hop.

Measure 12 . . . . Cross left over right foot, and trip round to the right on tips of toes, arms folded.

Measures 13 *and* 14 . . Reverse to left with 4 stamping steps.

Measures 15–18 . . . Repeat measures 11–14.

Measures 19–24 . . . Waltz round in a circle.

Measure 25 . . . . Jump twice on left foot.

Measure 26 . . . . Knock right heel on ground in front of left.

Repeat music from the beginning. No pause.

Measure 1 (*a*) . . . Stamp four steps round room to the right, bending forward, arms extended.

Measure 2 (*a*) . . . Stamp four steps in the same direction, bending back, arms folded.

Measure 3 (*a*) . . . Repeat measure 1 (*a*).

Measure 4 (*a*) . . . Repeat measure 2 (*a*).

Measure 5 (*a*) . . . Spring up, dance on left foot, knock right heel on ground in front of left, arms extended.

Measure 6 (*a*) . . . Stamp four steps to the left, bending as in measure 1 (*a*).

Measure 7 (*a*) . . . Stamp four steps in same direction, bending as in measure 2 (*a*).

Measure 8 (*a*) . . . Repeat measure 6 (*a*).

Measure 9 (*a*) . . . Repeat measure 7 (*a*).

Measure 10 (*a*) . . . Repeat measure 5 (*a*).

Measures 11 (*a*)–14 (*a*) . Roll step, swaying alternately from left to right; hands on hips.

Measures 15 (*a*) *and* 16 (*a*) Polka step, facing front.

Measure 17 (*a*) . . . Spring from left to right foot, and *vice versâ*.

Measure 18 (*a*) . . . Knock right heel in front to finish.

Measures 19 (*a*)–22 (*a*) . Repeat measures 11 (*a*)–14 (*a*).

Measures 23 (*a*) *and* 24 (*a*) Repeat measures 15 (*a*) and 16 (*a*).

Measure 25 (*a*) . . . Repeat measure 17 (*a*).

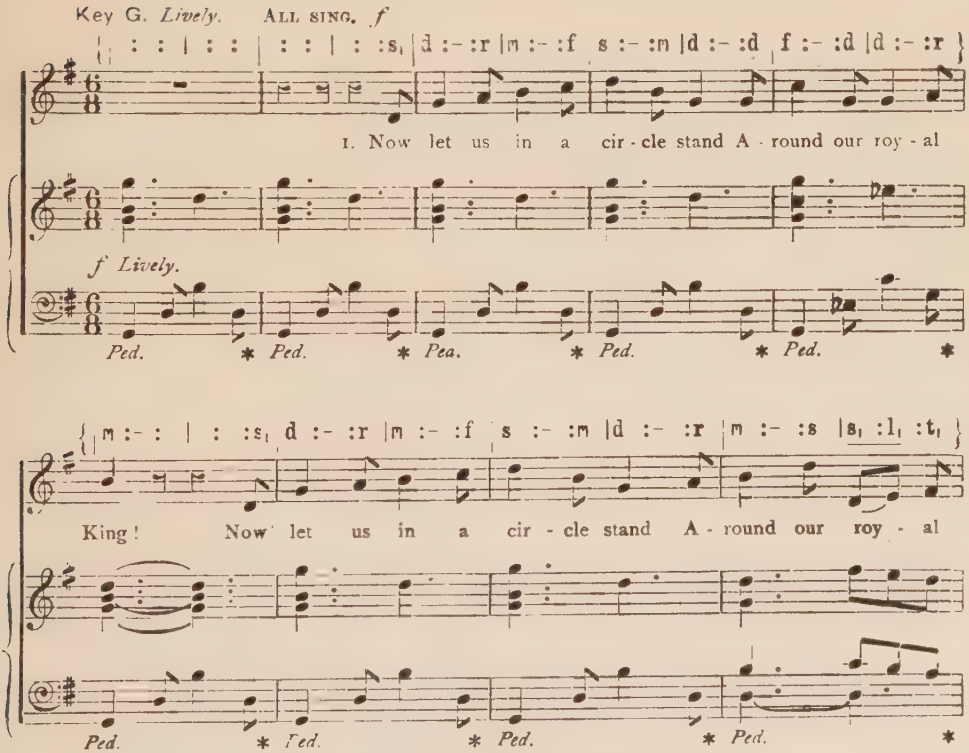
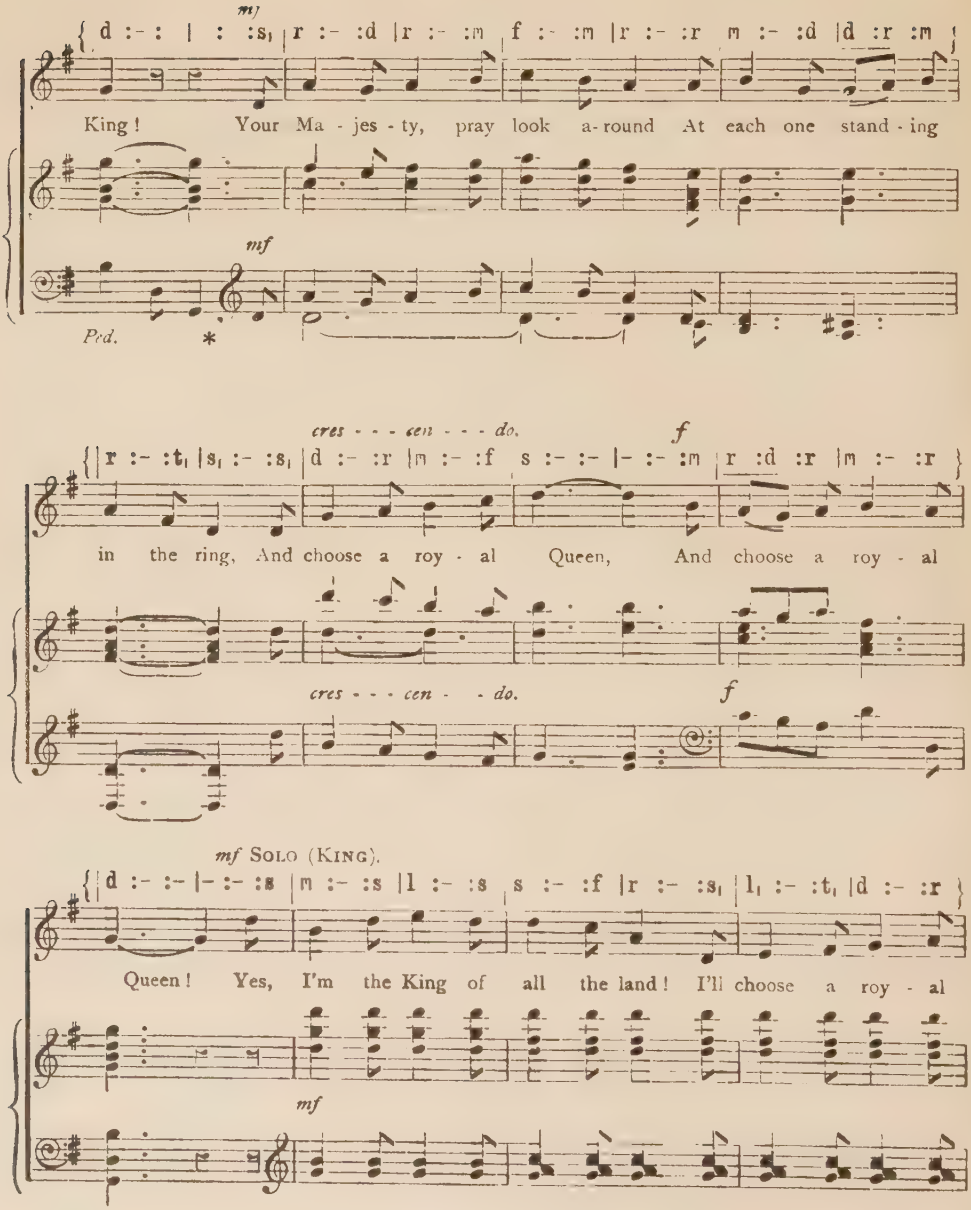
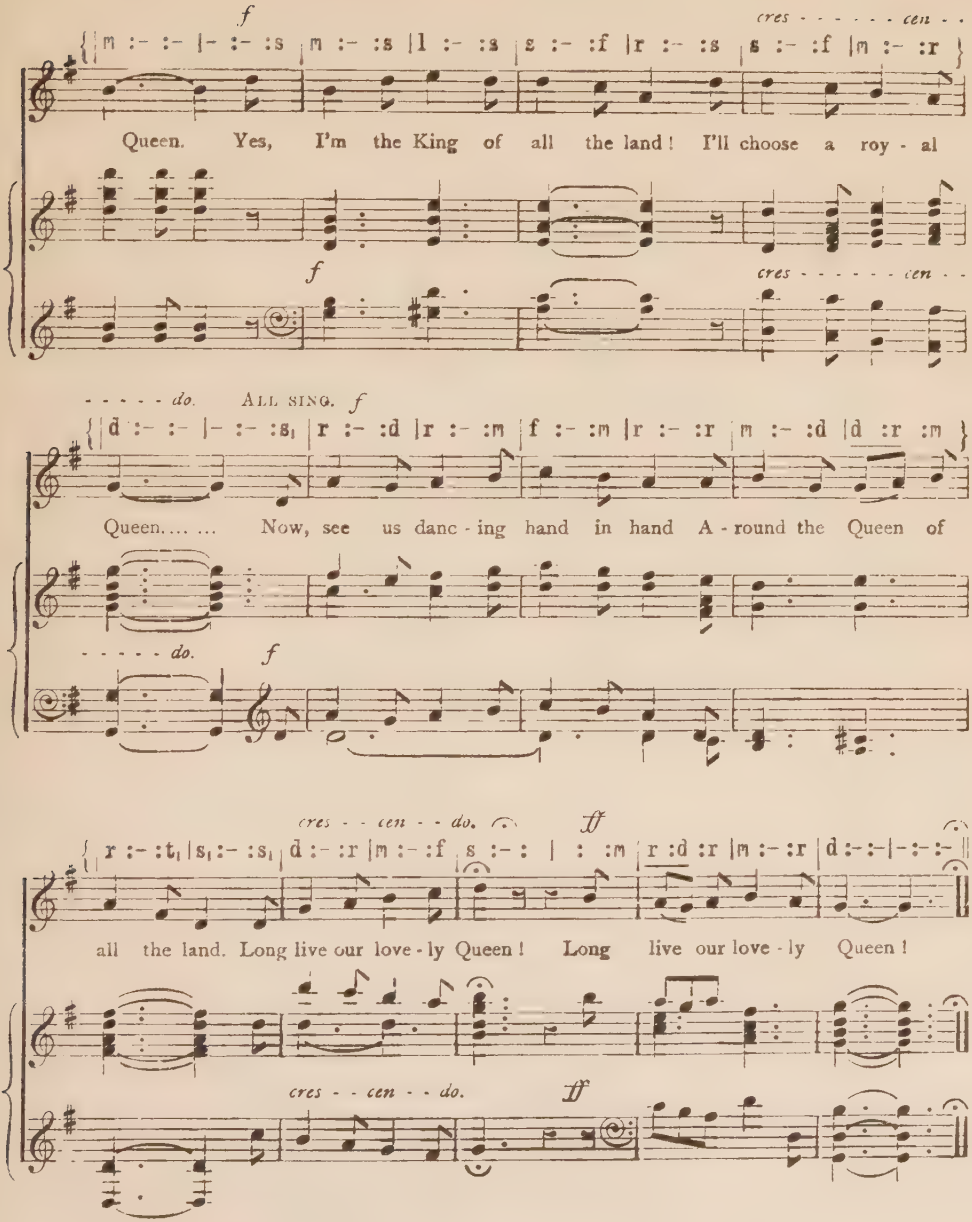
Measure 26 (*a*) . . . Repeat measure 18 (*a*).

III

NOW LET US IN A CIRCLE STAND

(Nu gaan wij in de rondte staan.)

Ring Game.


Key G. Lively. ALL SING. f
: : | : : | : : | : :s, | d :- :r | m :- :f s :- :m | d :- :d f :- :d | d :- :r
1. Now let us in a cir - cle stand A - round our roy - al
f Lively.
Ped. * Ped. * Pea. * Ped. * Ped. *
m :- : | : :s, d :- :r | m :- :f s :- :m | d :- :r | m :- :s | s, :l, :t,
King! Now let us in a cir - cle stand A - round our roy - al
Ped. * Ped. * Ped. * Ped. *

mf
King! Your Ma - jes - ty, pray look a-round At each one stand - ing
mf
Ped. *
cres - - - cen - - - do.
f
in the ring, And choose a roy - al Queen, And choose a roy - al
cres - - - cen - - do.
f
mf Solo (King).
Queen! Yes, I'm the King of all the land! I'll choose a roy - al
mf

f
cres - - - - - - cen - -
Queen. Yes, I'm the King of all the land! I'll choose a roy - al
f
cres - - - - - - cen - -
- - - - - do. ALL SING. f
Queen.... ... Now, see us danc - ing hand in hand A - round the Queen of
- - - - - do. f
cres - - cen - - do.
ff
all the land. Long live our love - ly Queen! Long live our love - ly Queen!
cres - - cen - - do.
ff

NOW LET US IN A CIRCLE STAND.

(DUTCH RING GAME.)

Verse I.

Children stand in a circle round their chosen King.

All Sing— Now let us in a circle stand
Around our royal King! (*Repeat.*)
Your Majesty, pray look around
At each one standing in the ring,
And choose a royal Queen, and choose a royal Queen!

King— Yes, I'm the King of all the land!
I'll choose a royal Queen. (*Repeat.*)

He then offers his hand to the one he chooses and leads her into the ring. All dance round them and sing:

All— Now, see us dancing hand in hand
Around the Queen of all the land.
Long live our lovely Queen! Long live our lovely Queen!

Verse II.

Children stand round the King and Queen and sing:

All— Now choose from us a daughter sweet,
A royal daughter sweet! (*Repeat.*)
A sweet Princess of all the land!
A sweet Princess of all the land!
The prettiest you can find! The prettiest you can find!

Queen— Yes, I'm the Queen of all the land!
I'll choose a sweet Princess. (*Repeat.*)

She chooses a girl to be Princess. All dance round them and sing:

ALL— Now see us dancing hand in hand
Around the Princess of the land.
Long live our sweet Princess! Long live our sweet Princess!

VERSE III.

ALL— Now joyfully the Princess stands
Within the royal ring! (*Repeat.*)
Now choose for us a royal Prince!
Now choose from us a royal Prince!
Yes, choose a royal Prince! Yes, choose a royal Prince!

QUEEN— Yes, I'm the Queen of all the land!
I'll choose a royal Prince. (*Repeat.*)

Queen chooses a boy from the ring. All sing and dance round them.

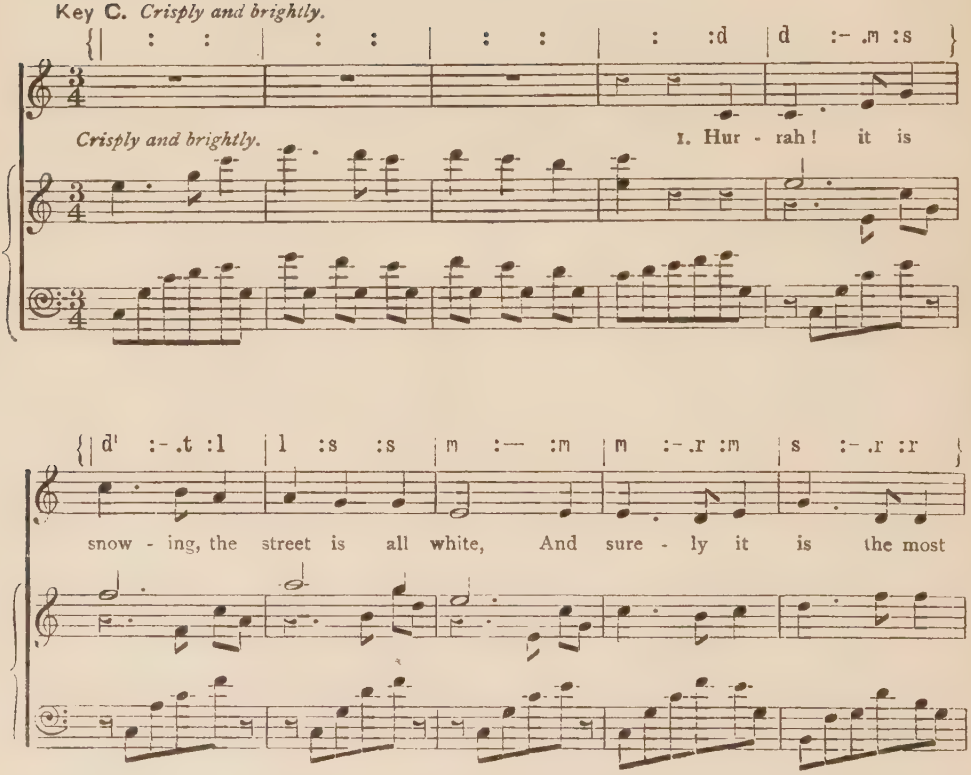
ALL— Now gladness reigns throughout the land,
And we dance gaily hand in hand
In honour of our Prince! In honour of our Prince!

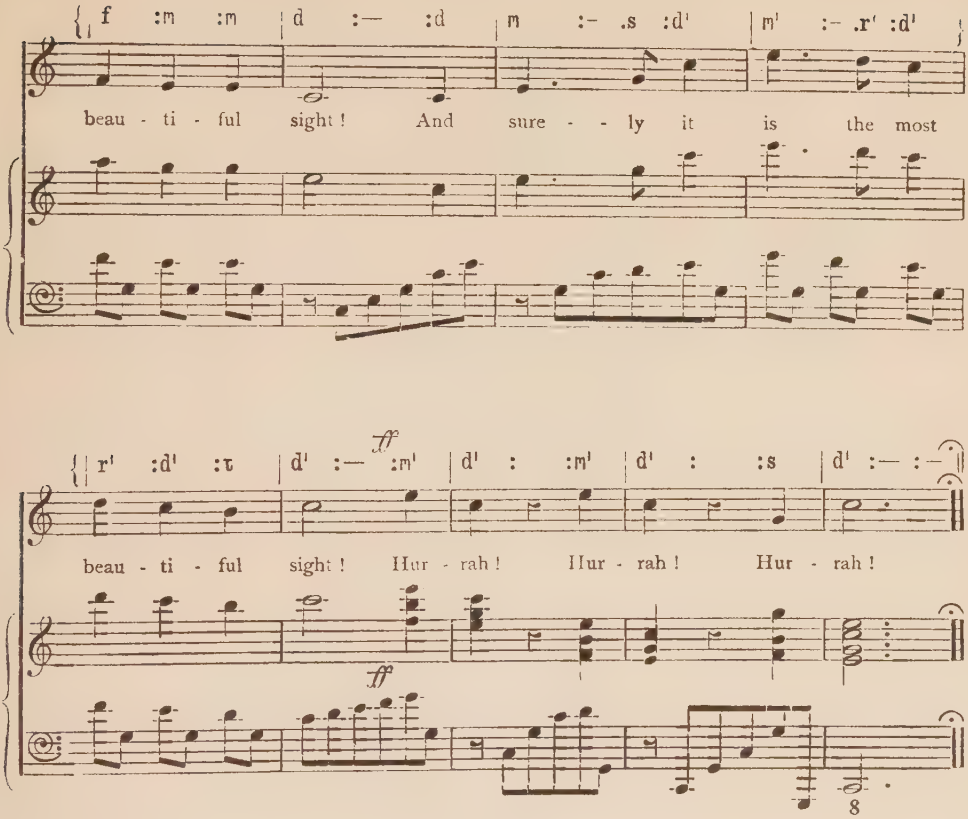
IV

SNOW FUN

(Sneuwpret.)

Dutch Kindergarten Song.


Key C. Crisply and brightly.
: : | : : | : : | : :d | d :- .m :s
Crisply and brightly.
1. Hur - rah! it is
d' :- .t :l | l :s :s | m :— :m | m :- .r :m | s :- .r :r
snow - ing, the street is all white, And sure - ly it is the most



1.

Hurrah ! it is snowing, the street
is all white,
And surely it is the most beautiful
sight !
Hurrah ! Hurrah ! Hurrah !

2.

Come out in the snow, boys, come out
in the snow!
We'll make many snowballs and
gaily we'll throw!
What fun! What fun! What fun!

3.

See, swift through the air how the bright
snowballs fly!
Return three for one with a
jubilant cry:
"Well thrown! Well thrown! Well thrown!"

4.

Now let's work together and make a
snow-man,
All helping, all helping to
do what we can.
We'll make a big snow-man!

5.

To make first his body so fine and
so tall,
We'll gather the snowflakes and roll
a large ball.
Hurrah! Hurrah! Hurrah!

6.

He must have a head, so more
snow we will take,
Another big snowball we
quickly will make.
Now see! his head is up!

7.

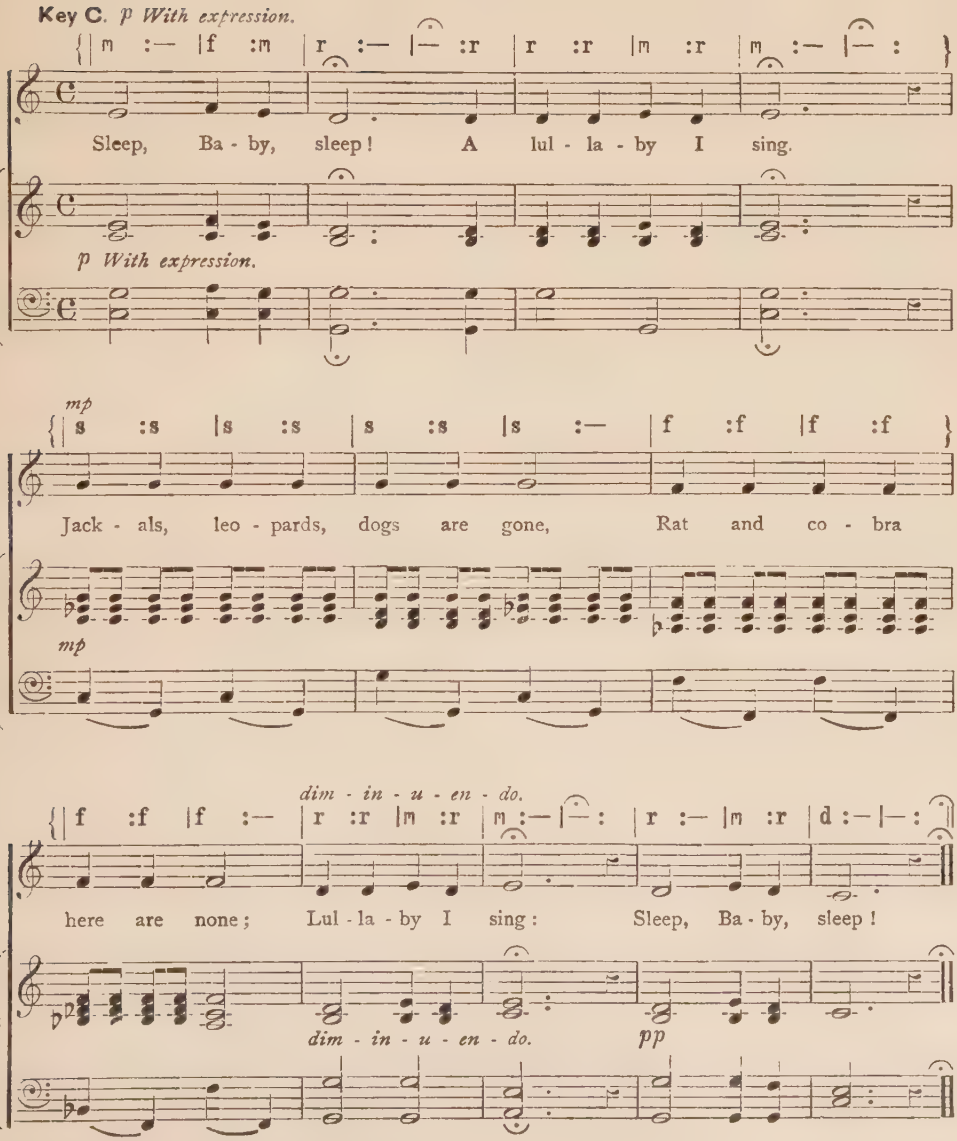
Our hands are quite cold and our
fingers are chill!
Then clap them, and flap them, like
sails of a mill!
Just so! Just so! Just so!

8.

With bright sparkling eyes, cry the
girls and the boys;
"Hurrah for the winter, the snow
and its joys!
Hurrah! Hurrah! Hurrah!"

VII. A SONG OF CEYLON

LULLABY

By kind permission of
THE REV. T. MOSCROP.

Key C. p With expression.
Sleep, Ba - by, sleep! A lul - la - by I sing.
p With expression.
mp
Jack - als, leo - pards, dogs are gone, Rat and co - bra
mp
dim - in - u - en - do.
here are none; Lul - la - by I sing: Sleep, Ba - by, sleep!
dim - in - u - en - do.
pp

VIII. KAFFIR SONGS AND DANCES

I

KAFFIR NURSERY RHYMES

(1) CROW! CROW! GO HOME!

Crow, Crow! go home!
Jackdaw has eaten
Your babes' sour milk.
Jackdaw, Jackdaw! go home!
You will come back
At the new moon.

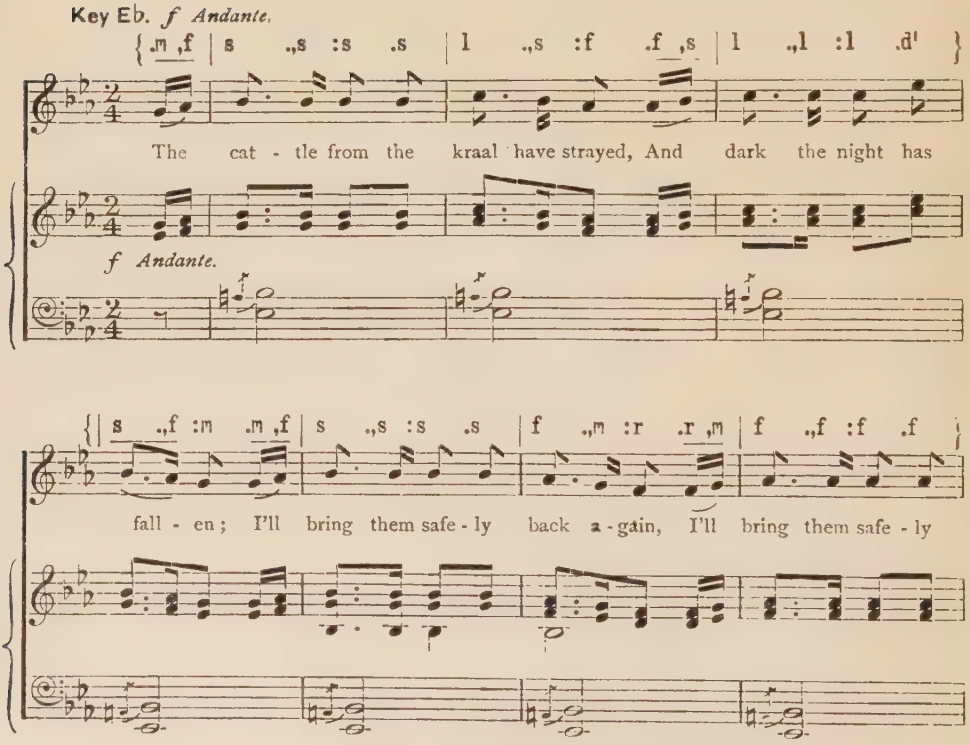
(2) THE BOOTS OF THE COCKROACH.

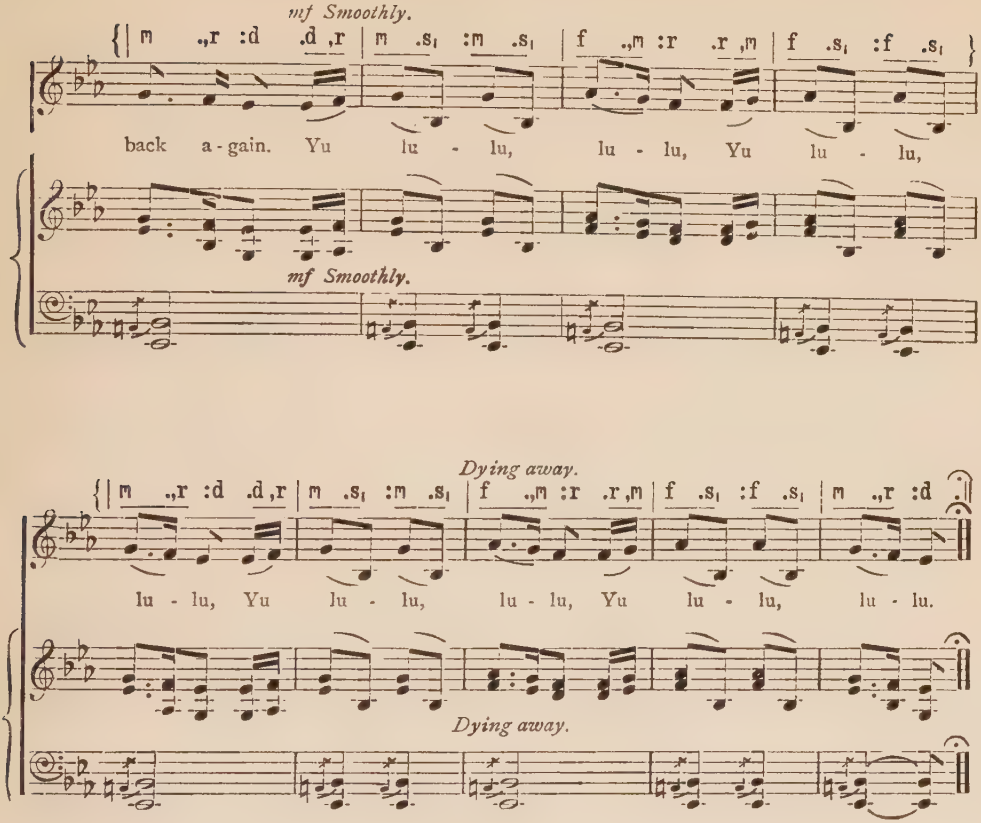
Those who have spaces between their front teeth
There where the eagle puts his beads,
There where the fly carries a hat,
There where the cockroach wears boots,
There where the crow gets up and cooks,
There where the great hawk wanders abroad.

II

THE CATTLE FROM THE KRAAL HAVE STRAYED

From "Characteristic Songs and Dances,"
by kind permission of
MESSRS. BAYLEY & FERGUSON.


Key Eb. f Andante.
The cat - tle from the kraal have strayed, And dark the night has
f Andante.
fall - en; I'll bring them safe - ly back a - gain, I'll bring them safe - ly



The cattle from the kraal have strayed,
And dark the night has fallen;
I'll bring them safely back again—
Yu lu-lu!

III

AFRICAN DANCE

DANCE OF THE KAFFIR CHILDREN.

Position.—Boys and girls stand opposite each other in two long lines.

1*st Movement.*—Bars 1–16. All sing or chant to syllable "Ah," stamping upon the floor in time with the music (two beats in the bar). making at the same time the most absurd grimaces.

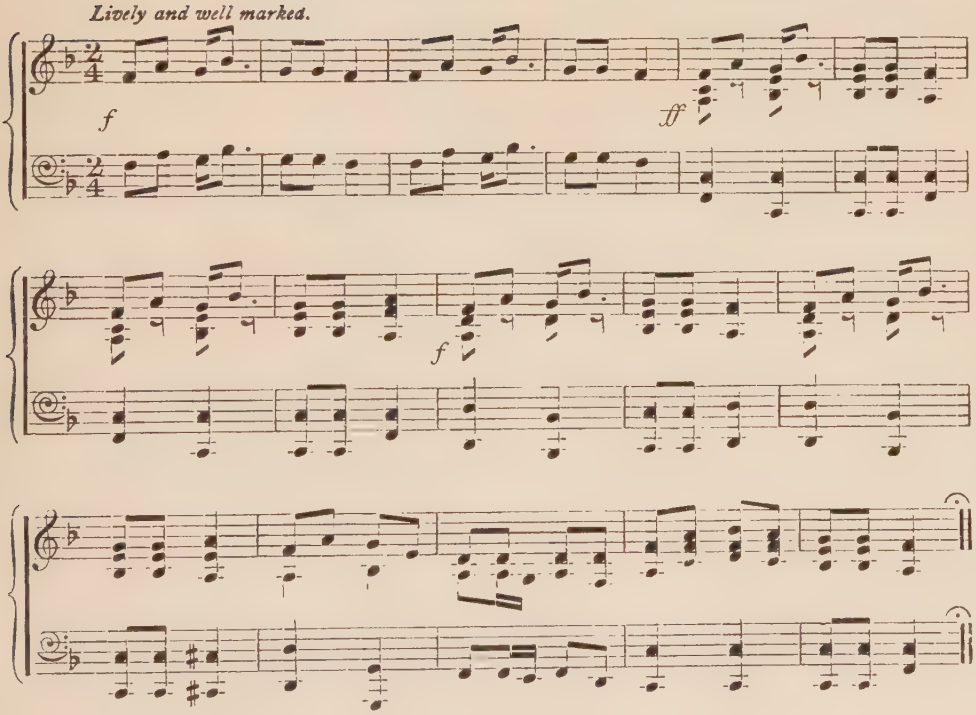
2*nd Movement.*—Repeat bars 1–4. Lines slowly advance towards each other, stamping to the music. Bars 5–8: They retire similarly. Bars 9–12: Advance. Bars 13–16: Retire.

3*rd Movement.*—Bars 1, 2: Lines advance three steps forward, pausing on the third and suddenly raising right leg and left arm on the 2nd beat of the 2nd bar.

Repeat 2nd and 3rd movements to the music, which gradually becomes quicker and quicker.

AFRICAN DANCE.

From "Characteristic Songs and Dances," by kind permission of MESSRS. BAYLEY & FERGUSON.



IV

KAFFIR FINGER PLAY

From "Savage Childhood," by Dudley Kidd; *by kind permission of* Messrs. A. & C. Black.

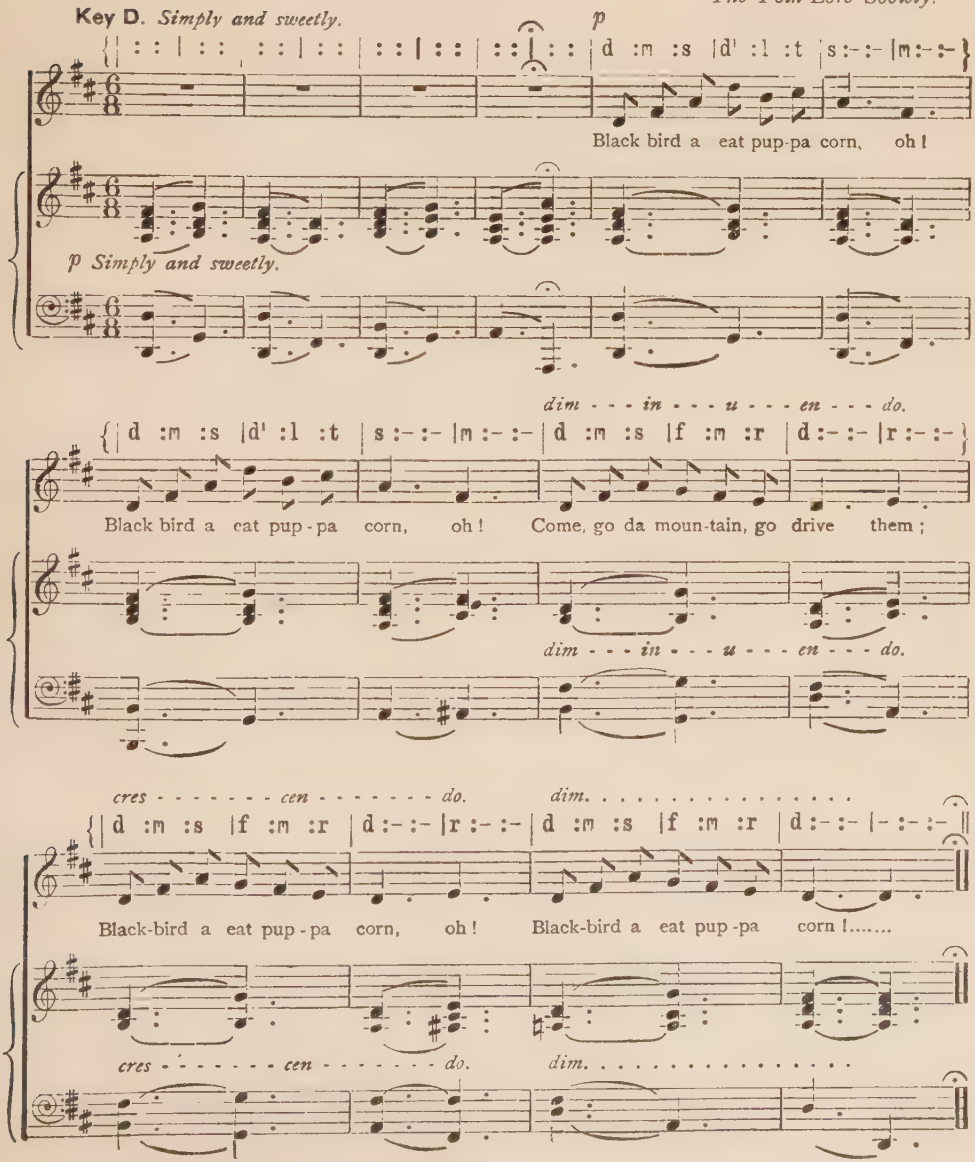
Left Hand.	*Little Finger*—	"This is the little one."
	3*rd* ,, —	"This is the crooked one."
	2*nd* ,, —	"This is *the* finger."
	1*st* ,, —	"This is the small finger."
	Thumb—	"This is the small finger of the chief."
Right Hand.	*Thumb*—	"This is the finger of the dregs."
	1*st Finger*—	"This is the one that scrapes."
	2*nd* ,, —	"This is the finger of scented wood."
	3*rd* ,, —	"This is the one that has passed."
	4*th* ,, —	"This is the porridge eater."

Note.—"Porridge Eater" is a term of slight contempt. The Basutos are fond of eating native-made bread; the men scorn to eat porridge, and make the women eat it. The term "Porridge Eater" implies something mean or insignificant.

IX. PICCANINNY GAMES, SONGS AND DANCES

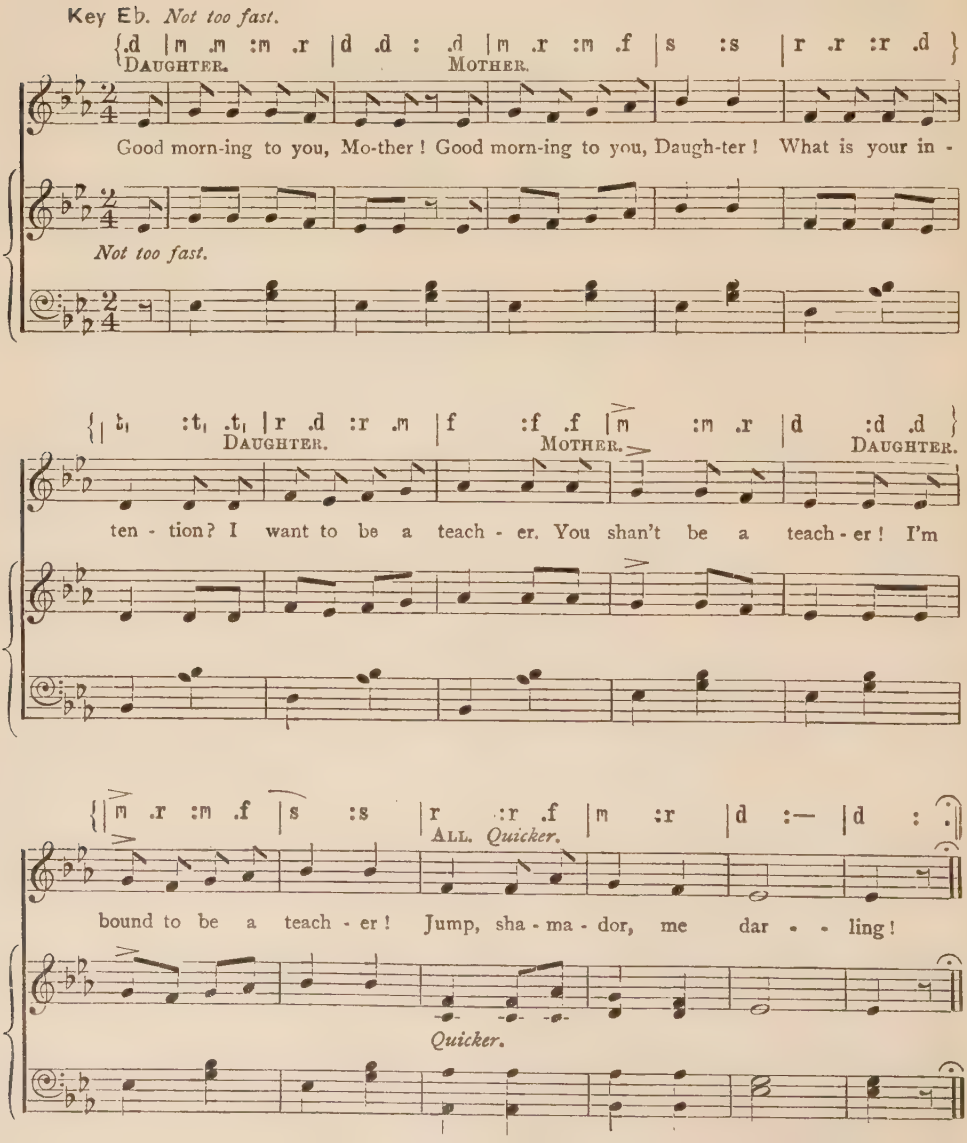
I

JAMAICAN LULLABY

By kind permission of
The Folk-Lore Society.

Key D. Simply and sweetly.
p
d :m :s |d' :l :t |s :- :- |m :- :-
Black bird a eat pup-pa corn, oh!
p Simply and sweetly.
dim - - - in - - - u - - - en - - - do.
d :m :s |d' :l :t |s :- :- |m :- :- |d :m :s |f :m :r |d :- :- |r :- :-
Black bird a eat pup-pa corn, oh! Come, go da moun-tain, go drive them;
dim - - - in - - - u - - - en - - - do.
cres - - - - - - - cen - - - - - - - do.
dim. . . . . .
d :m :s |f :m :r |d :- :- |r :- :- |d :m :s |f :m :r |d :- :- |- :- :-
Black-bird a eat pup-pa corn, oh! Black-bird a eat pup-pa corn!.....
cres - - - - - - - cen - - - - - - - do.
dim. . . . . .

II
GOOD MORNING TO YOU, MOTHER

(A PICCANINNY GAME.)

By kind permission of
The Folk-Lore Society.

Key Eb. Not too fast.
DAUGHTER.
MOTHER.
Good morn-ing to you, Mo-ther! Good morn-ing to you, Daugh-ter! What is your in -
Not too fast.
ten - tion? I want to be a teach - er. You shan't be a teach - er! I'm
bound to be a teach - er! Jump, sha - ma - dor, me dar - - ling!
ALL. Quicker.
Quicker.

GOOD MORNING TO YOU, MOTHER.

DAUGHTER.—Good morning to you, Mother!
MOTHER.—Good morning to you, Daughter!
What is your intention?
DAUGHTER.—I want to be a teacher.
MOTHER.—You *shan't* be a teacher!
DAUGHTER.—I'm bound to be a teacher!
ALL.—Jump, shamador, me darling!

DIRECTIONS.

All form ring, Mother standing in the centre.

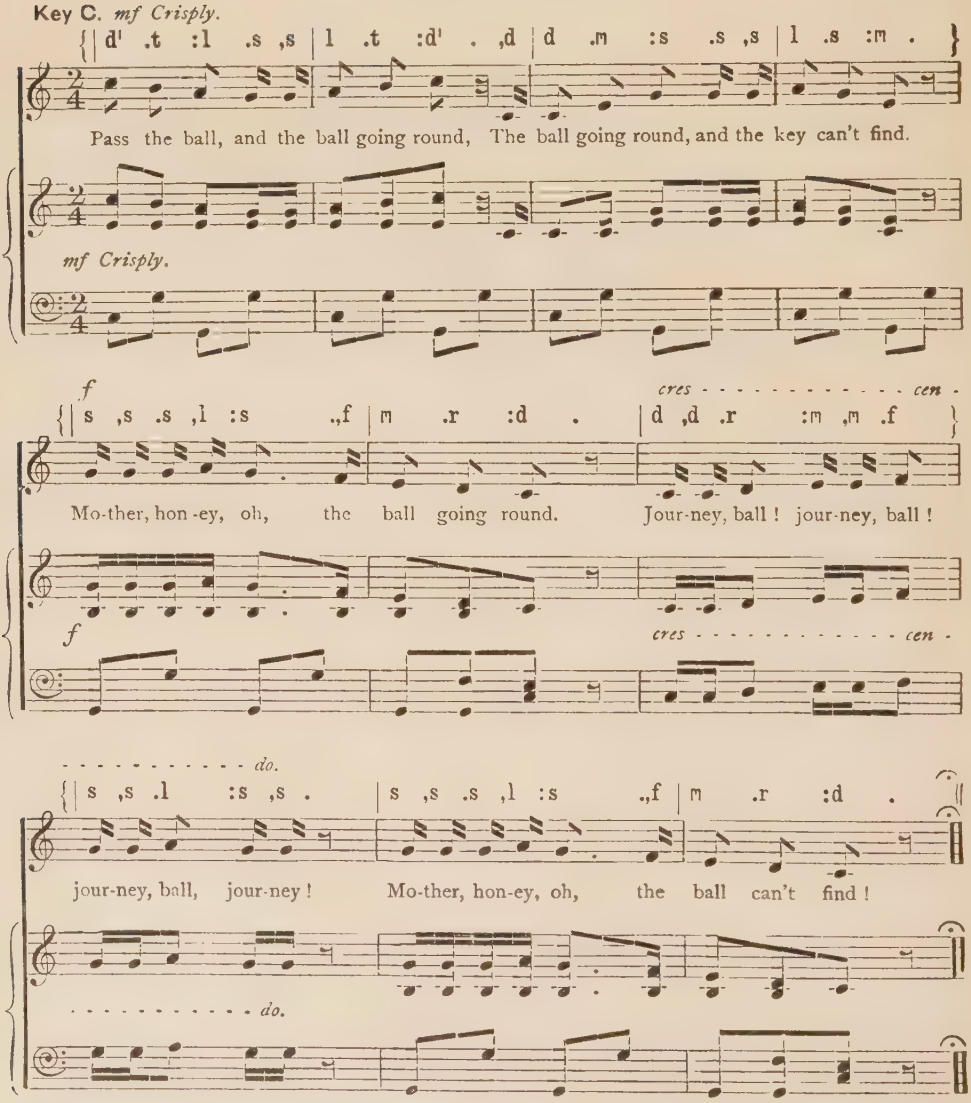
The child who addresses her imitates the actions of a teacher, all the others following her example.

The Mother stamps her foot when she says "shan't."

The Mother addresses them all in turn, and they say they want to be a doctor, a soldier, a housemaid, a nurse, etc., as the case may be.

III

PASS THE BALL

(JAMAICAN GAME.)

Key C. mf Crisply.
Pass the ball, and the ball going round, The ball going round, and the key can't find.
mf Crisply.
f
cres - - - - - - - - - - - - cen.
Mo-ther, hon-ey, oh, the ball going round. Jour-ney, ball! jour-ney, ball!
f
cres - - - - - - - - - - - - cen.
- - - - - - - - - - - - do.
jour-ney, ball, jour-ney! Mo-ther, hon-ey, oh, the ball can't find!
- - - - - - - - - - - - do.

PASS THE BALL.

Pass the ball, and the ball going round,
The ball going round, and the key can't find.
Mother, honey, oh, the ball going round.
Journey, ball! journey, ball! journey, ball! journey!
Mother, honey, oh! the ball can't find!

DIRECTIONS.

Children form a ring, standing shoulder to shoulder.

All hands behind backs passing ball from one to the other.

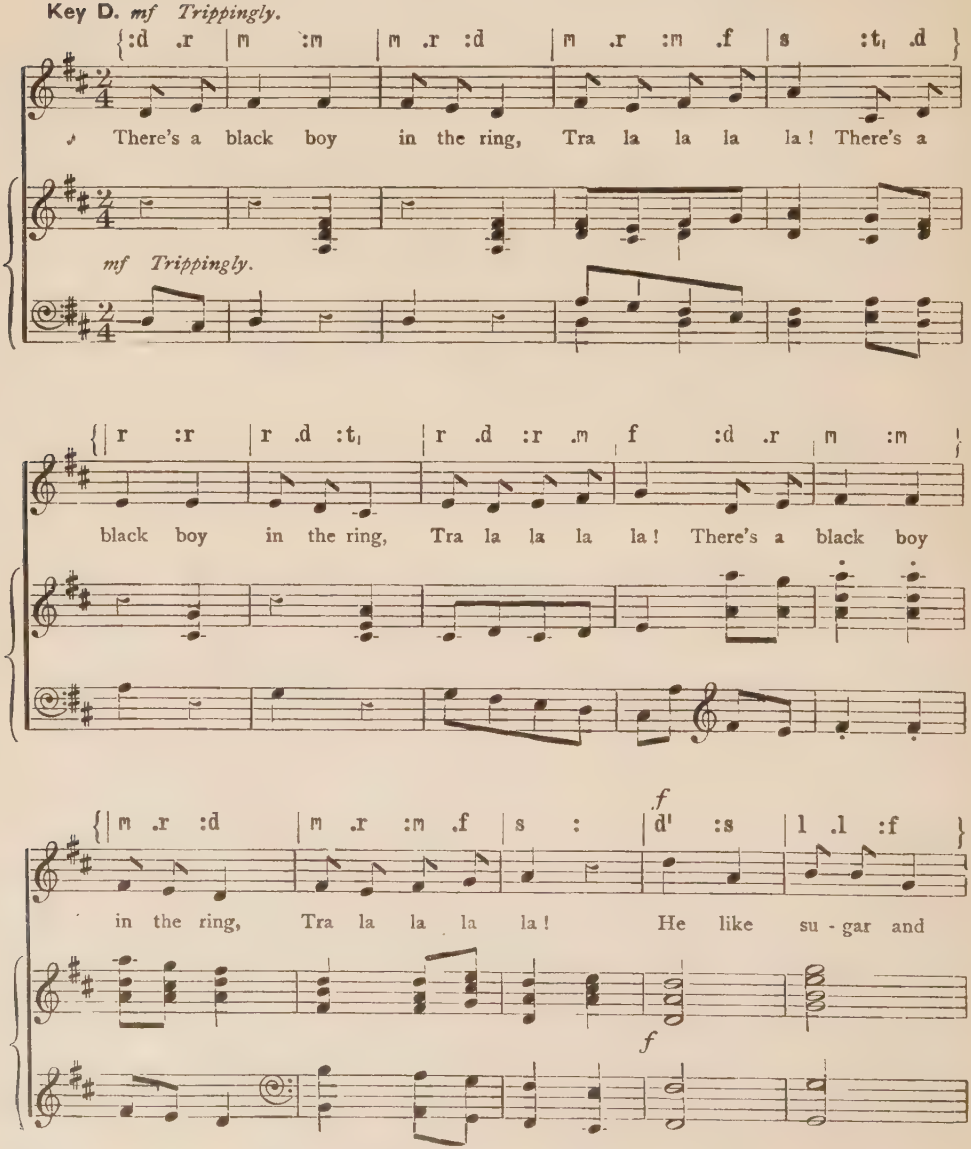
One child is chosen to be "Mother." She stands inside the ring, and at the end of the verse tries to name the child who has the ball.

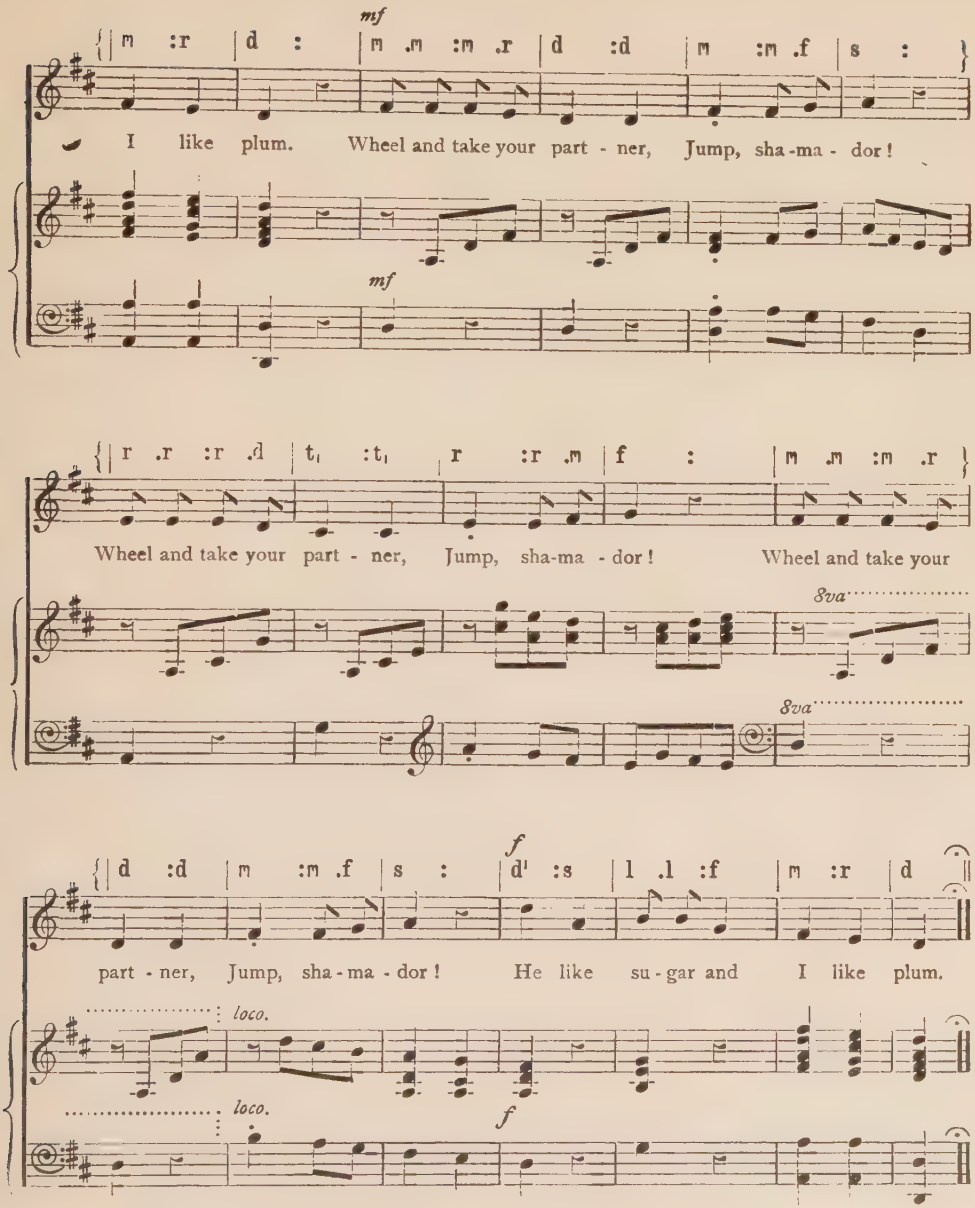
The child with whom the ball is found then goes into the ring to become "Mother."

IV

BLACK BOY IN THE RING

Jamaican Ring Dance.


Key D. mf Trippingly.
:d .r | m :m | m .r :d | m .r :m .f | s :t, .d
There's a black boy in the ring, Tra la la la la! There's a
mf Trippingly.
r :r | r .d :t, | r .d :r .m | f :d .r | m :m
black boy in the ring, Tra la la la la! There's a black boy
m .r :d | m .r :m .f | s : | f d' :s | l .l :f
in the ring, Tra la la la la! He like su - gar and
f


mf
m :r | d : | m .m :m .r | d :d | m :m .f | s :
I like plum. Wheel and take your part - ner, Jump, sha-ma - dor!
mf
r .r :r .d | t, :t, | r :r .m | f : | m .m :m .r
Wheel and take your part - ner, Jump, sha-ma - dor! Wheel and take your
8va
8va
f
d :d | m :m .f | s : | d' :s | l .l :f | m :r | d
part - ner, Jump, sha - ma - dor! He like su - gar and I like plum.
loco.
loco.
f

THERE'S A BLACK BOY IN THE RING.

There's a black boy in the ring,
Tra la la la la! (*Three times.*)
He like sugar and I like plum.

Wheel and take your partner,
Jump, shamador! (*Three times.*)
He like sugar and I like plum.

DIRECTIONS.

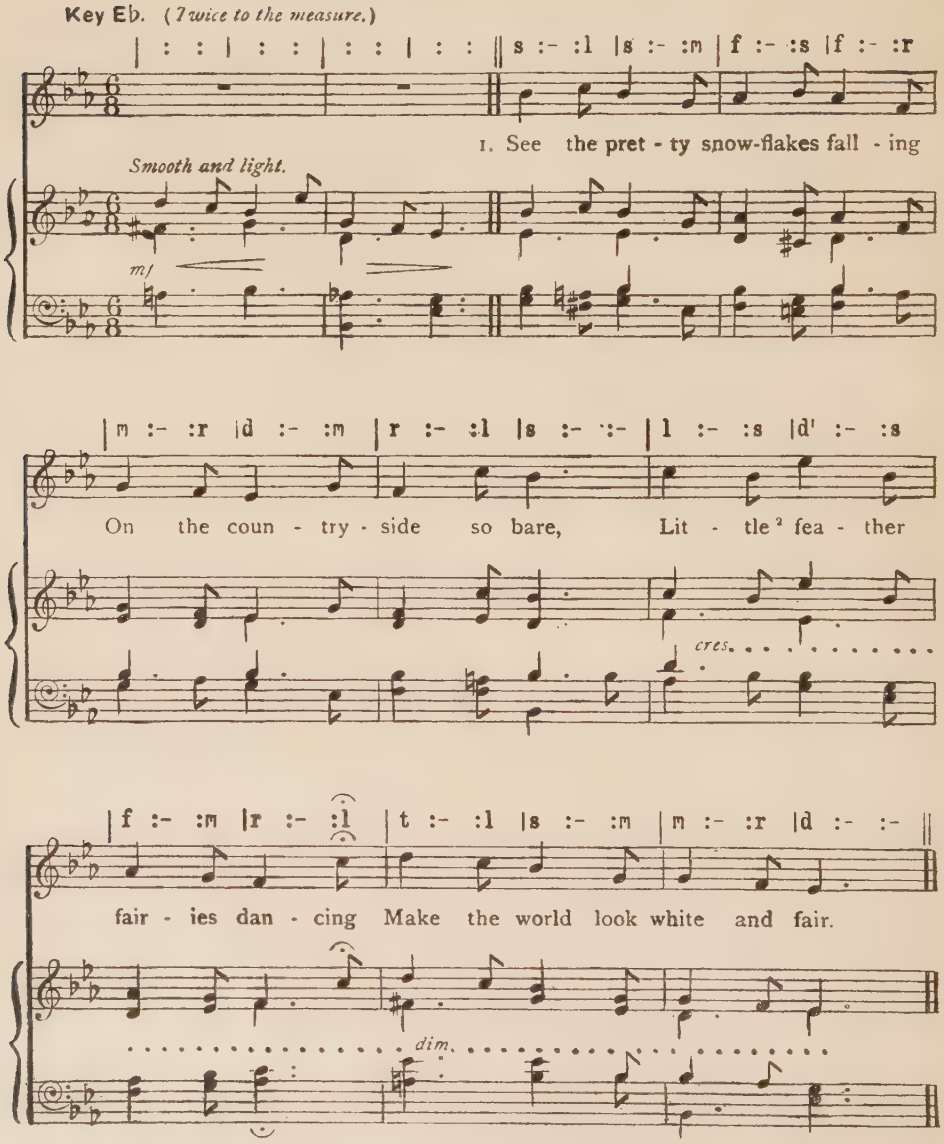
Children form a ring and dance round, singing "There's a black boy, etc.," the "black boy" standing in the centre.

At the words "wheel and take your partner," the boy chooses a girl as a partner. They dance round in the ring. At the end of the verse the boy goes out of the ring, while the girl remains.

The children then dance round, singing "There's a black *girl* in the ring."

X. NATURE GAMES

(1.) JANUARY.—The Snow.


Key Eb. (Twice to the measure.)
| : : | : : | : : | : : || s :- :l |s :- :m | f :- :s |f :- :r
1. See the pret - ty snow-flakes fall - ing
Smooth and light.
mf
| m :- :r |d :- :m | r :- :l |s :- :- | l :- :s |d' :- :s
On the coun - try - side so bare, Lit - tle 2 fea - ther
cres.
| f :- :m |r :- :l | t :- :l |s :- :m | m :- :r |d :- :-
fair - ies dan - cing Make the world look white and fair.
dim.

Verse 1.

[1] See the pretty snowflakes falling
On the country side so bare.
[2] Little feather fairies dancing
Make the world look white and fair.

Verse 2.

[3] Soon the fields and lanes and meadows
Have a carpet thick and white,
[4] Sparkling in the winter sunshine.
[5] Who could find a prettier sight ?

Verse 3.

[6] Sleepy plants and buds so cosy
Underneath the snowflakes lie,
[7] Never waking all the winter ;
[8] We would think they'd starve and die.

Verse 4.

[9] Tired of watching at the window,
Let us tread the snowy ground
In the garden ; then we'll gather
And make snowballs big and round.

Verse 5.

[10] At each other we will throw them
In a battle fierce and strong ;
Boys and girls are shouting gaily,
Such a happy, noisy throng.

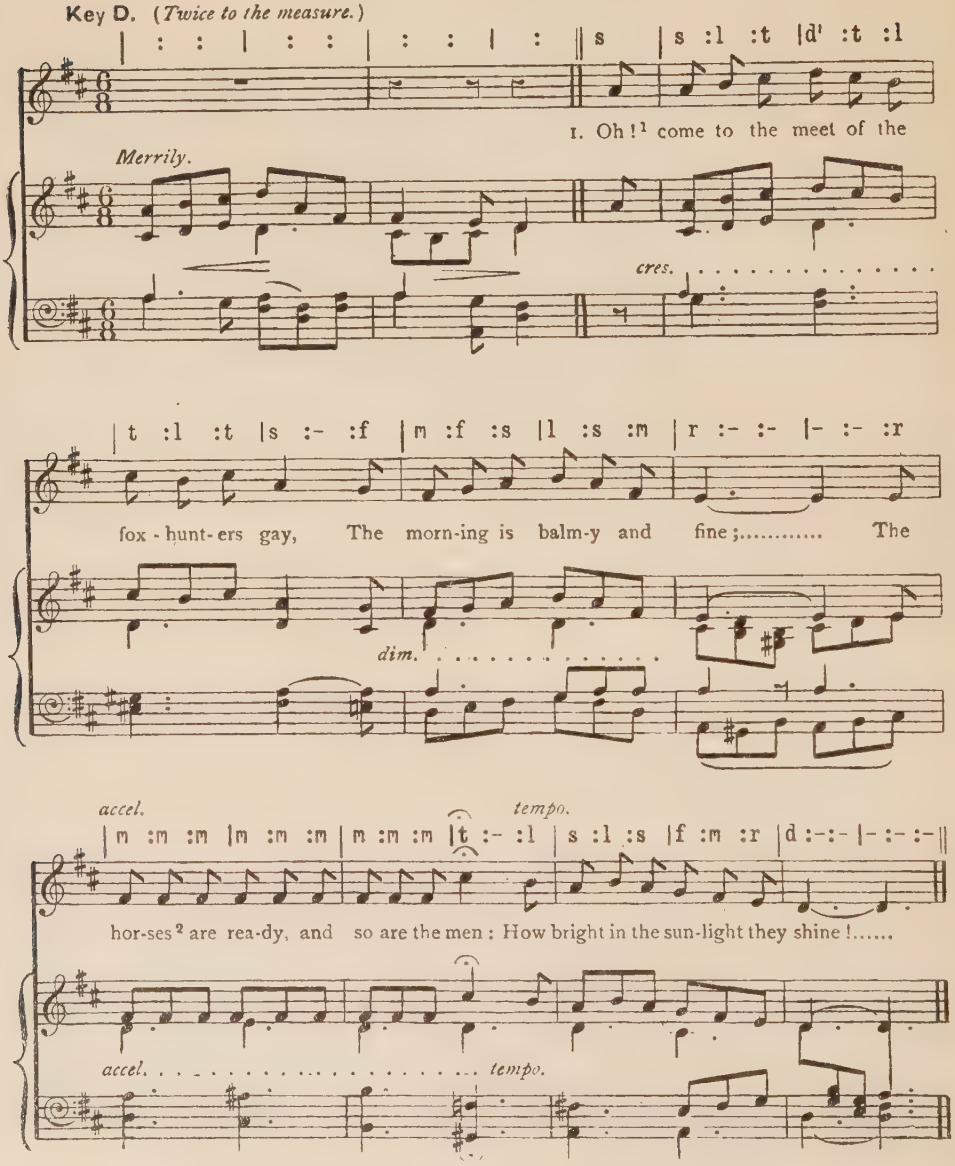
Verse 6.

[11] With our hands and faces glowing,
We play on till tea-time's near,
[12] Grumbling not at frosty weather,
All so glad that winter's here.

ARRANGEMENT OF GAME.

Class all stand round in a circle and sing first verse and do actions.

[1] Put up hands full height—move fingers quickly as hands are brought slowly down, for snow. [2] Repeat. [3] Point to ground. [4] Point upwards to sunshine. [5] Hands out ; look at each other as if asking a question. [6] Point down on ground. [7] All sleep—placing heads on hand. [8] Look serious and shiver. [9] All rush into centre of room. Pretend to run about and make snowballs, etc., as if at play in garden. [10] Have wool balls near for snowballs—let children throw them at each other—some run and dive, others are hit, etc. ; make game as real as possible. [11] All show hands, and rub faces and laugh. [12] All take hands in ring and romp round and round.

(2.) FEBRUARY.—The Fox Hunters.

Key D. (Twice to the measure.)
: : | : : | : : | : ‖ s | s :l :t |d' :t :l
1. Oh![1] come to the meet of the
Merrily.
cres.
t :l :t |s :- :f |m :f :s |l :s :m |r :- :- |- :- :r
fox-hunt-ers gay, The morn-ing is balm-y and fine;..... The
dim.
accel.
tempo.
m :m :m |m :m :m |m :m :m |t :- :l |s :l :s |f :m :r |d :-:- |- :- :-‖
hor-ses[2] are rea-dy, and so are the men: How bright in the sun-light they shine!.....
accel.
tempo.

Verse 1. [1] Oh! come to the meet of the fox hunters gay,
The morning is balmy and fine;
[2] The horses are ready, and so are the men:
How bright in the sunlight they shine!

Verse 2. [3] See, here comes the huntsman in gay scarlet coat,
He carries the whip and the horn,
[4] And here are the hounds—they're all sniffing the ground,
So anxious to start this fine morn.

Verse 3. [5] The men, too, are eager to get to the sport,
The horses all fidget and play,
The huntsman he calls for a move to the woods,
[6] And soon they all hie them away!

Verse 4. [7] Poor Reynard, he hears them; oh, what will he do?
He thinks he is cunning and sly;
[8] He hopes if he hides in the thick bushes near
The hunters and hounds will go by.

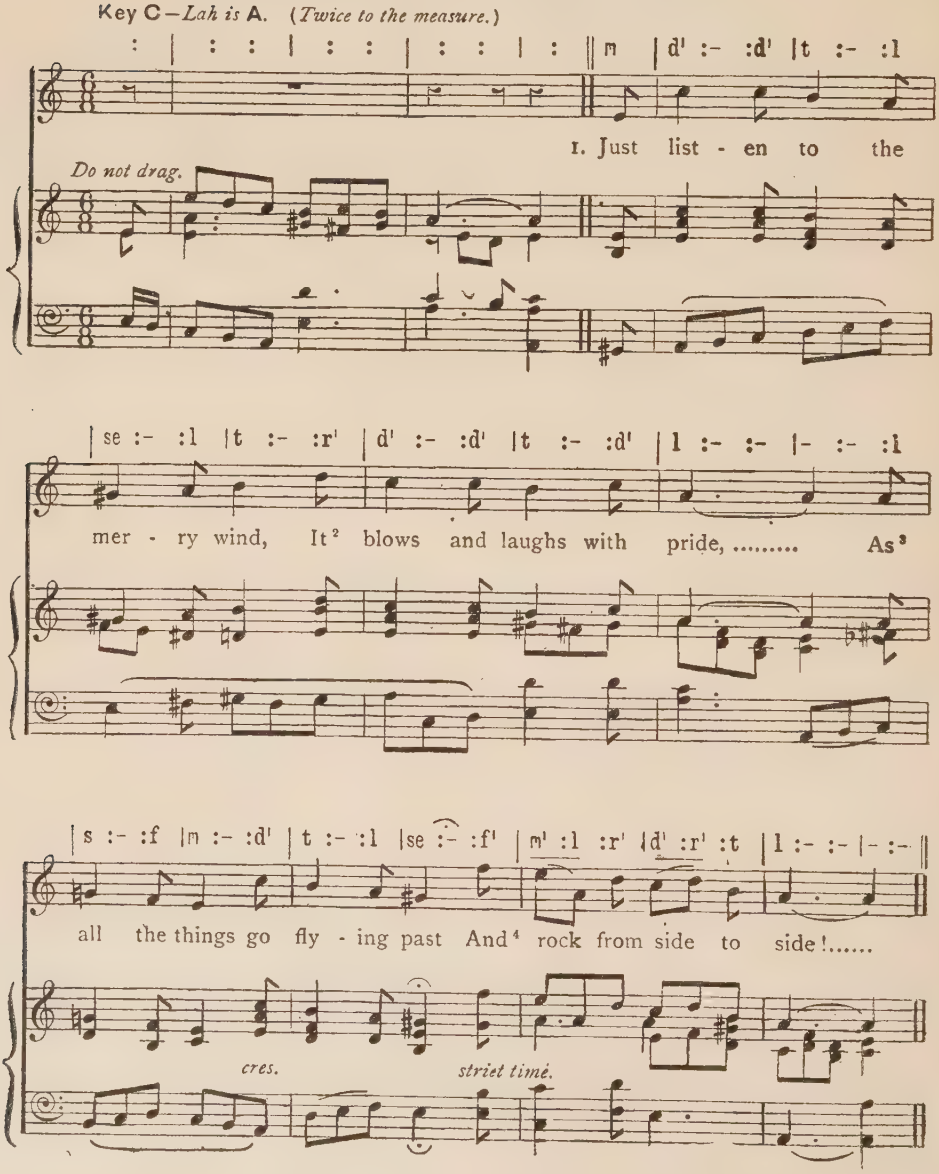
Verse 5. [9] But no! hounds will scent him and chase him away,
And follow him over the lea;
[10] Perhaps he will manage to reach a safe spot—
Oh, what a long race it will be!

ARRANGEMENT OF GAME.

Arrange the class in a semicircle. Have a few boys for hunters, and other boys for horses with reins. Have about a dozen little children for the hounds—with a big boy for the huntsman, and a big boy also for the fox.

[1] Class sing. [2] Hunters ride up from end of room. [3] Huntsman comes along with whip and horn. [4] Dogs following him. [5] Horses restive—dogs wandering off—whipped back by huntsman, who shouts "Away." [6] All ride off. [7] All point to fox hiding behind blackboard. [8] Hunters pass him. [9] He sees them and runs hither and thither. [10] He runs off—all hounds and hunters follow down room, fox running through doorway into yard.

(3.) MARCH.—The Merry Wind.


Key C—Lah is A. (Twice to the measure.)
: | : : | : : | : : | : ‖ m | d' :- :d' | t :- :l
1. Just list - en to the
Do not drag.
| se :- :l | t :- :r' | d' :- :d' | t :- :d' | l :- :- | - :- :l
mer - ry wind, It[2] blows and laughs with pride, ... As[3]
| s :- :f | m :- :d' | t :- :l | se :- :f' | m' :l :r' | d' :r' :t | l :- :- | - :- ‖
all the things go fly - ing past And[4] rock from side to side!.....
cres.
strict time.

Verse 2. [5] The trees all bend as if to break,
And snap and groan around,
[7] The leaves are torn from off the branch
[7] And carpet all the ground.

Verse 3. [8] The grass is swept right o'er the field
Just like the waving sea ;
[9] The cows and sheep will shiver when
It rushes through the lea.

Verse 4. [10] We children, coming home from school,
Are hustled here and there,
Our caps fly off, our coats fly out—
[11] The wind plays with our hair.

Verse 5. [12] We love the merry, noisy wind,
It makes such fun, you know ;
We're helter-skelter rushed and blown,
Our faces all aglow.

Chorus.—To music—*Sh, sh, sh,* or humming with mouths closed.

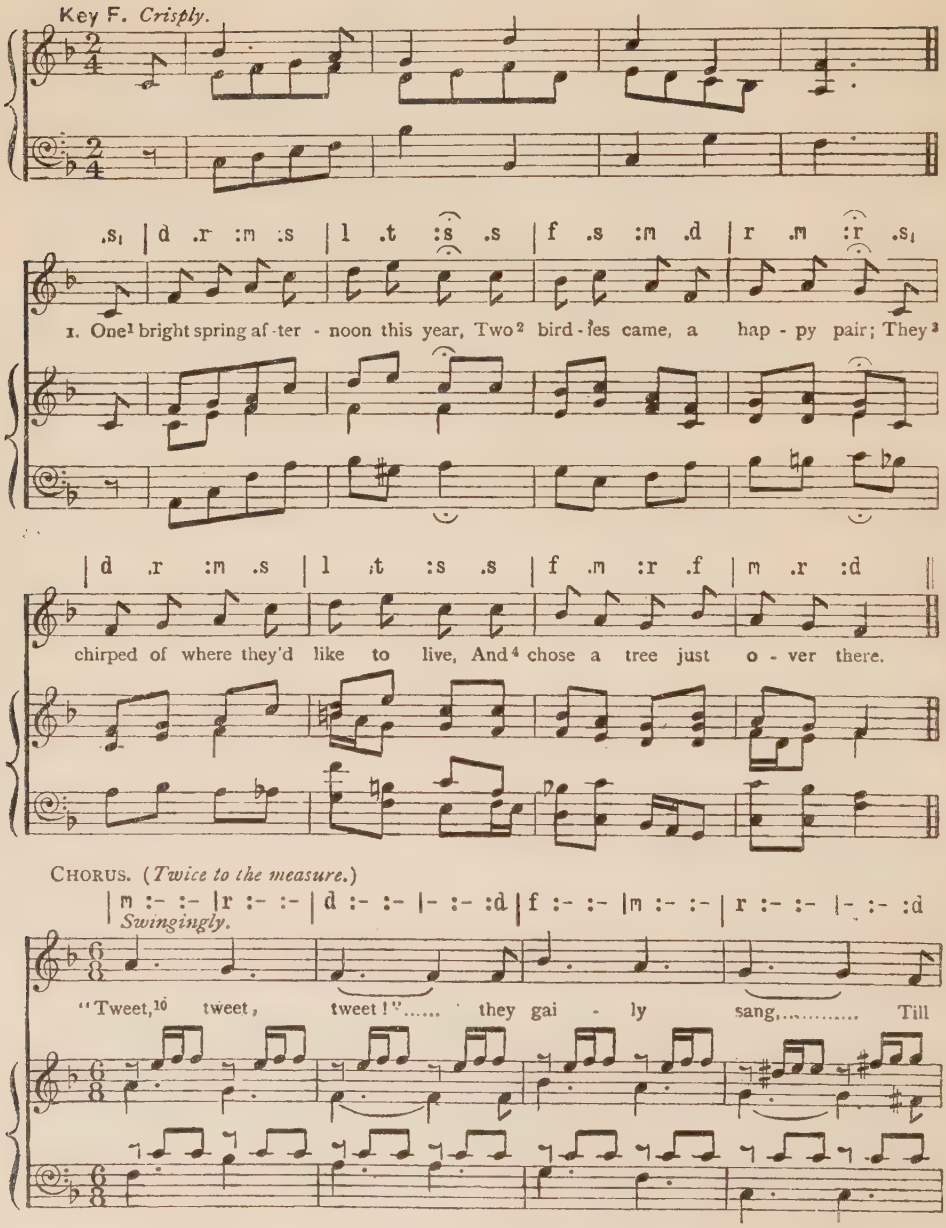
ARRANGEMENT OF GAME.

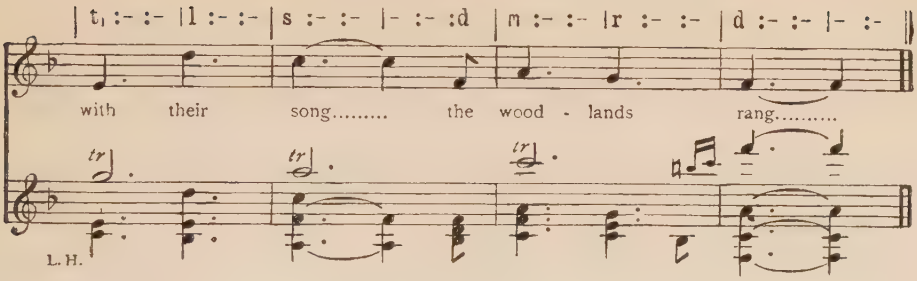
Let several big children stand about the room for trees, with a row or two of little ones for grass, and three or four tall boys and girls for animals. Several children in outdoor clothes—just going from school. The rest form a ring, or stand in rows at the end of the road. These sing, while those in Section I alternately hum and *sh* the tune.

Actions for those who sing—

[1] Hold up hand to tell each other to listen. [2] All laugh. [3] Sweep hands in front. [4] Bend from side to side. [5] Point to trees—these bend up and down, still humming—a few may moan. [6] Hands of "trees" brought down, as when "snowing," for leaves falling. [7] Class point to floor. [8] Grass bends—children bend up and down together. Class point to them. [9] Animals shiver. [10] Class pretend to walk in wind—hold on hats, caps, etc., pull coats round them, stagger, etc. [11] Float hair out with hands. [12] All rush together helter-skelter, laughing, and take hands—form a large ring and romp round to music. Trees and grass still hum while rest sing.

(4.) APRIL.— The Birds' Nest.


Key F. Crisply.
.s1 | d .r :m :s | l .t :s .s | f .s :m .d | r .m :r .s1
1. One[1] bright spring af-ter - noon this year, Two[2] bird-ies came, a hap - py pair; They[3]
| d .r :m .s | l .t :s .s | f .m :r .f | m .r :d
chirped of where they'd like to live, And[4] chose a tree just o - ver there.
Chorus. (Twice to the measure.)
| m :- :- | r :- :- | d :- :- | - :- :d | f :- :- | m :- :- | r :- :- | - :- :d
Swingingly.
"Tweet,[10] tweet, tweet!"..... they gai - ly sang,..... Till



Verse 2. [6] They set to work to make their home,
And flitted round from tree to tree
[6] To gather twigs and moss and grass,
And placed them neat as neat could be !

Verse 3. They wove them in, and formed the nest :
'Twas all so pretty, snug and small.
[7] Soon Mrs. Bird some blue eggs laid :
They numbered five, I think, in all !

Verse 4. [8] And one fine day from out these eggs
Five little baby birds appeared ;
[9] The parents watched them anxiously
And thought of how they must be reared.

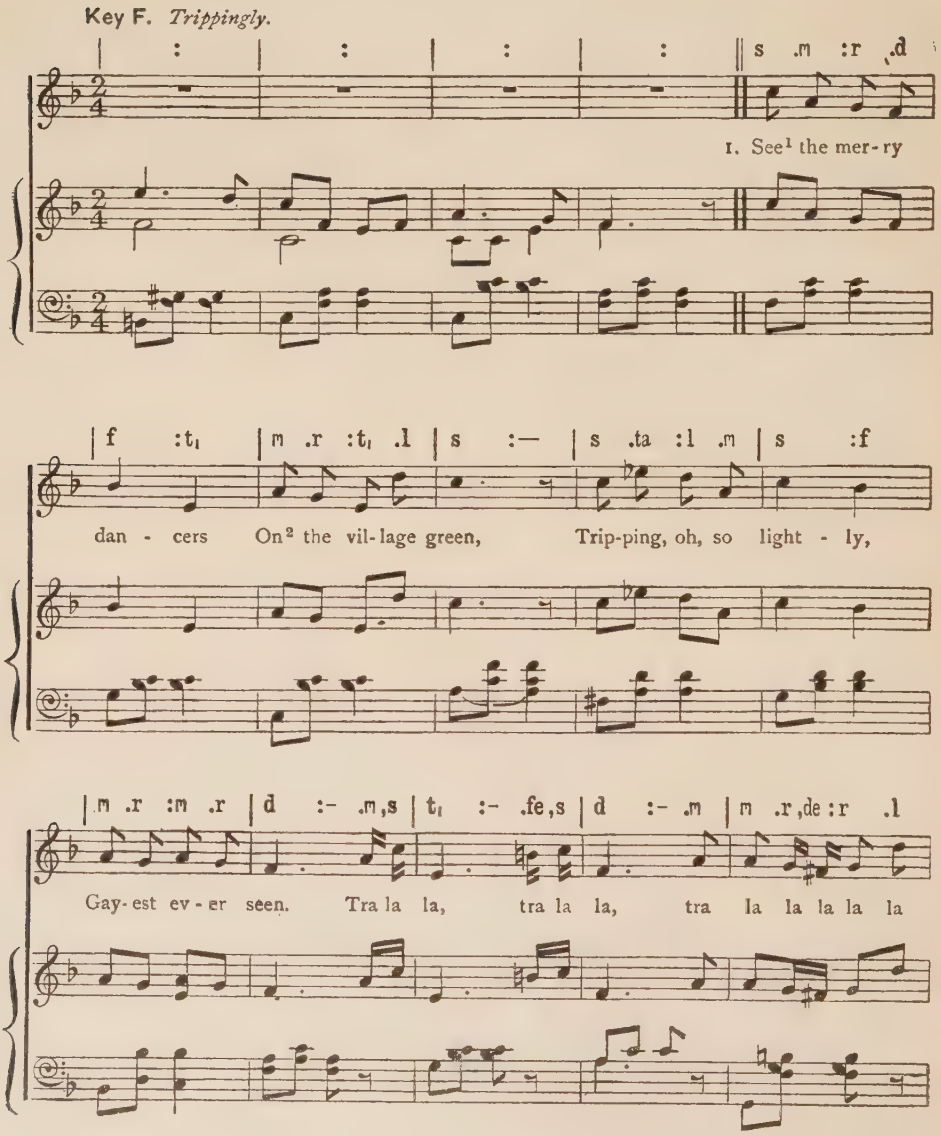
Chorus. [10] Tweet, tweet, tweet, they gaily sang,
Till with their song the woodlands rang !

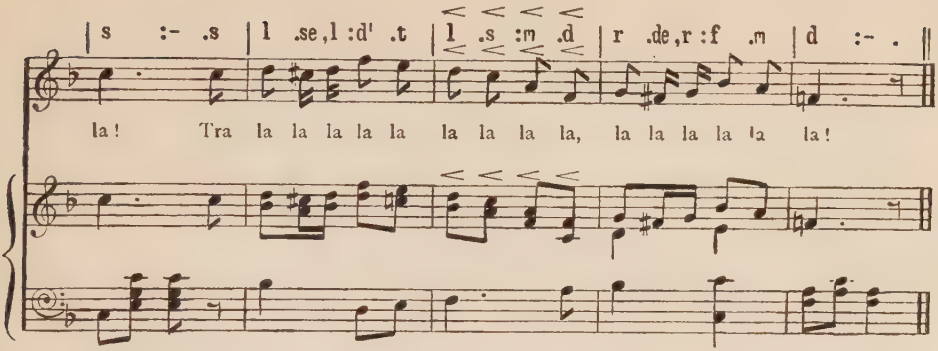
ARRANGEMENT OF GAME.

Arrange the class in a semicircle. Choose a big boy and a big girl for parent birds. Let them stand down the room, and when the class begins to sing the first verse they fly up (running and flapping hands). Class sing and do actions as marked.

[1] All point to sunshine coming in at window. [2] Parent birds fly in front of class and latter point to them. [3] Parent birds pretend to talk to each other—say "Chirp, chirp ; Tweet, tweet." [4] They fly to one corner of the room, in front of class. [5] They keep flying about—running from place to place. [6] They take six or eight children back with them, one at a time, and arrange them in circle to form a nest. [7] Mother bird chooses five tiny children and places them in the nest—they kneel down on floor. [8] Little birds in nest now all stand up on tip-toe. [9] Parent birds go into the nest, too, and join hands over the baby birds. [10] Parent birds and their little ones may sing each chorus.

(5.) MAY.— The Polka.


Key F. Trippingly.
s .m :r .d
1. See[1] the mer-ry
f :t1 | m .r :t1 .l | s :— | s .ta :l .m | s :f
dan - cers On[2] the vil-lage green, Trip-ping, oh, so light - ly,
m .r :m .r | d :- .m,s | t1 :- .fe,s | d :- .m | m .r,de :r .l
Gay-est ev-er seen. Tra la la, tra la la, tra la la la la la



Verse 1. [1] See the merry dancers
[2] On the village green,
Tripping, oh, so lightly,
[3] Gayest ever seen.

Verse 2. [4] Stand and face our partners
As our song we sing,
[5] Taking hands and gliding!
Hear our voices ring!

Verse 3. [6] Swing and step and swing now,
Round and round so free,
[7] Children dance to music,
Happy as can be!

Chorus.—Tra, la, la, la, etc., to tune of verse.

ARRANGEMENT OF GAME.

Choose equal number of boys and girls for dancers. Let them stand opposite their own partners, and arrange class in a circle, or at back. All sing verses and do actions. When dancers dance—class sing chorus.

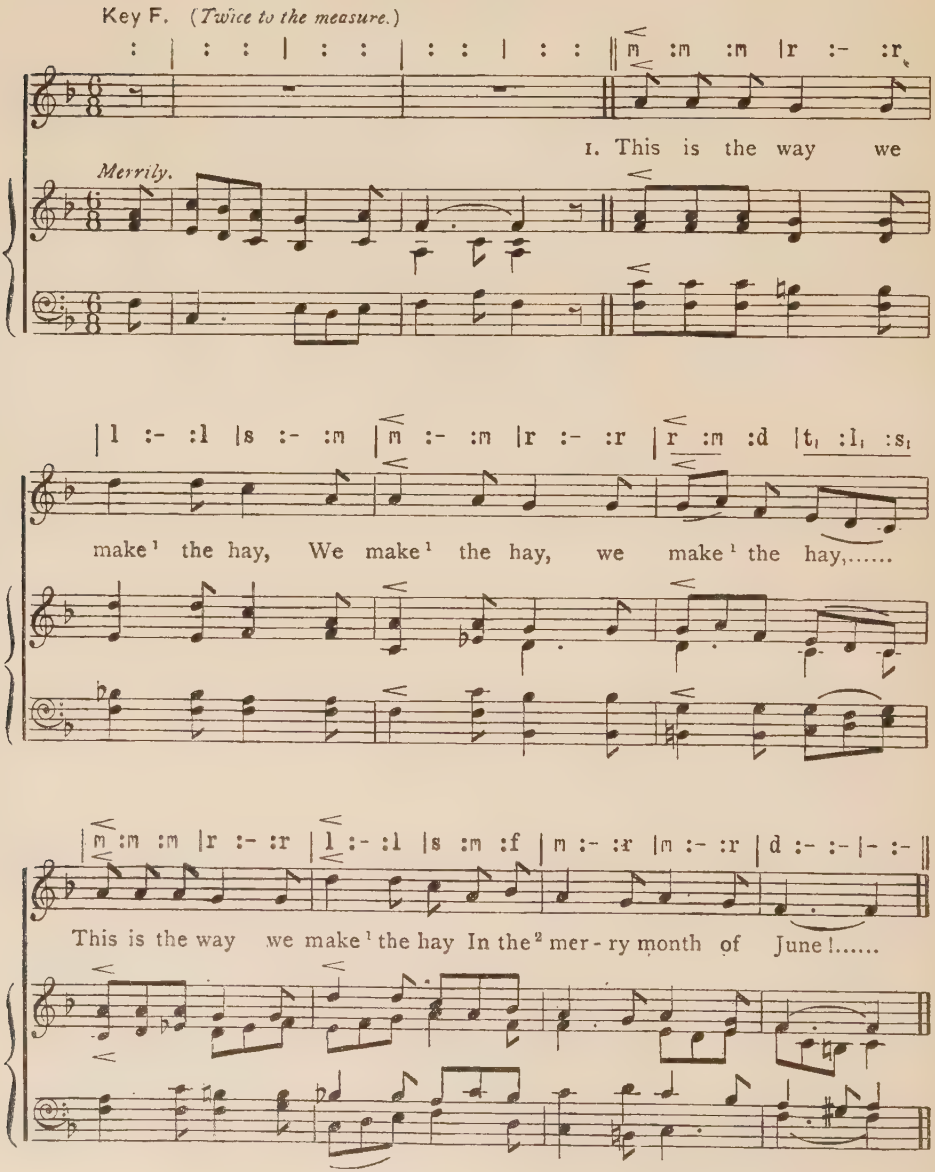
[1] Point to dancers. [2] Point to ground. [3] Smile at each other. [4] Bow to partners. [5] Pretend to take hands for dancing. [6] Swing hands to imitate dancers. [7] Float hands along in front of body and smile at each other.

Teacher may use her own judgment as to length of dance, when game is played differently from the above.

At the end of each verse a special chord may be struck, to order "position" for dancers.

Little wreaths of flowers may be worn by the girl dancers, and add greatly to the effect of a May-day dance.

(6.) JUNE.— HAYMAKING.


Key F. (Twice to the measure.)
: | : : | : : | : : | : : ‖ m :m :m |r :- :r
1. This is the way we
Merrily.
|l :- :l |s :- :m |m :- :m |r :- :r |r :m :d |t, :l, :s,
make¹ the hay, We make¹ the hay, we make¹ the hay,.....
|m :m :m |r :- :r |l :- :l |s :m :f |m :- :r |m :- :r |d :- :- |- :- ‖
This is the way we make¹ the hay In the² mer - ry month of June!.....

Verse 1. This is the way we [1]make the hay, we [1] make the hay,
we [1] make the hay,
This is the way we[1] make the hay
[2] In the merry month of June.

Verse 2. This is the way we [3] mow the hay, we [3] mow the hay, we [3] mow the hay,
This is the way we [3] mow the hay
[4] In the merry month of June.

Verse 3. This is the way we [5] toss the hay, we [5] toss the hay,
we [5] toss the hay,
This is the way we [5] toss the hay
[6] In the merry month of June.

Verse 4. This is the way we [7] rake the hay, we [7] rake the hay, we
[7] rake the hay,
This is the way we [7] rake the hay
[8] In the merry month of June.

Verse 5. This is the way we [9] stack the hay, we [9] stack the hay, we
[9] stack the hay,
This is the way we [9] stack the hay
[10] In the merry month of June.

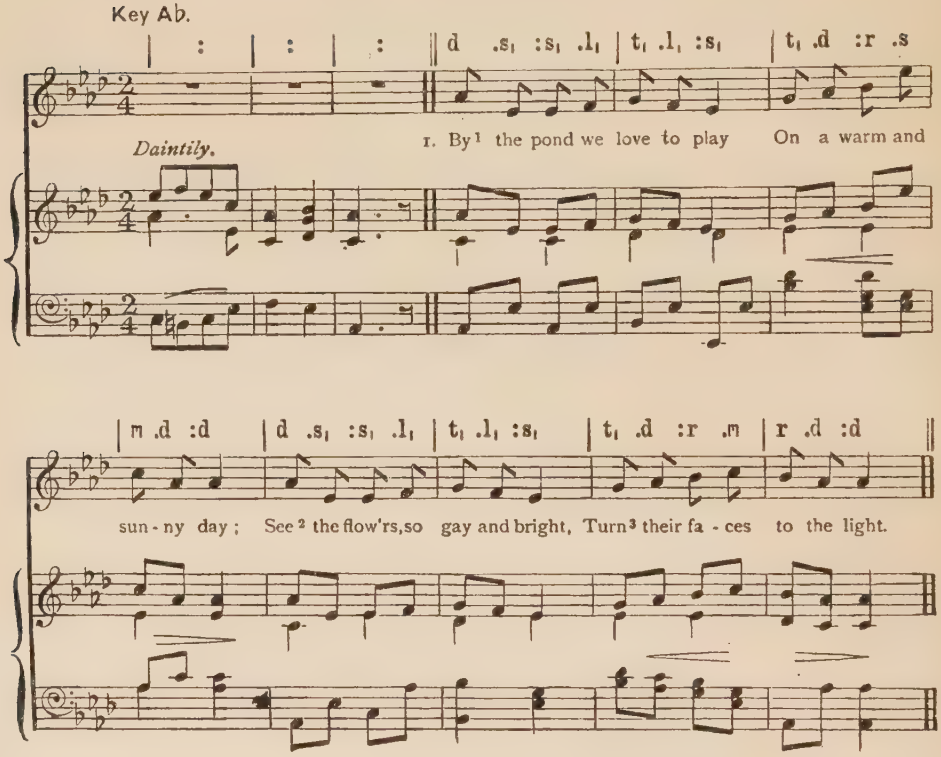
Verse 6. This is the way we [11] dance around, we [11] dance around, we
[11] dance around,
This is the way we [11] dance around,
[12] When the hay is gathered in !

ARRANGEMENT OF GAME.

Arrange the children in a ring, holding each other's hands. Dance round to time and all do actions as marked.

[1] Point with finger of right hand to ground. [2] Clap hands to time and swing round. [3] All bend backs and pretend to mow with scythes. [4] Clap hands to time and swing round. [5] All pretend to toss hay over and over with forks. [6] Clap hands to time and swing round. [7] All bend forward and pretend to rake hay towards them. [8] Clap hands, etc. [9] Pretend to pick up hay on fork and hoist it on to the waggon. [10] Clap hands, etc. [11] Take hands all round ring and dance round to music. [12] Clap hands, etc.

(7.) JULY.— By the Pond.


Key Ab.
d .s, :s, .l, | t, .l, :s, | t, .d :r .s
Daintily.
1. By[1] the pond we love to play On a warm and
m .d :d | d .s, :s, .l, | t, .l, :s, | t, .d :r .m | r .d :d
sun - ny day; See[2] the flow'rs, so gay and bright, Turn[3] their fa - ces to the light.

Verse 1.

[1] By the pond we love to play
On a warm and sunny day.
[2] See the flowers, so gay and bright,
[3] Turn their faces to the light.

Verse 2.

[4] Pretty trees look cool and green,
[5] By the water's edge they're seen,
[6] See the water shining clear,
[7] Children must not get too near.

Verse 3. [8] Little fishes sport and glide,
See them dart from side to side.
[9] Birds are flying high and low,
Singing gaily as they go.

Verse 4. [10] Frogs are hopping in and out,
Round the reeds they play about.
[11] Ducks are diving as they swim,
Finding worms both fat and slim.

Verse 5. [12] Cows and horses come to drink,
Sipping at the water's brink,
[13] Little children must not stay,
They can come another day.

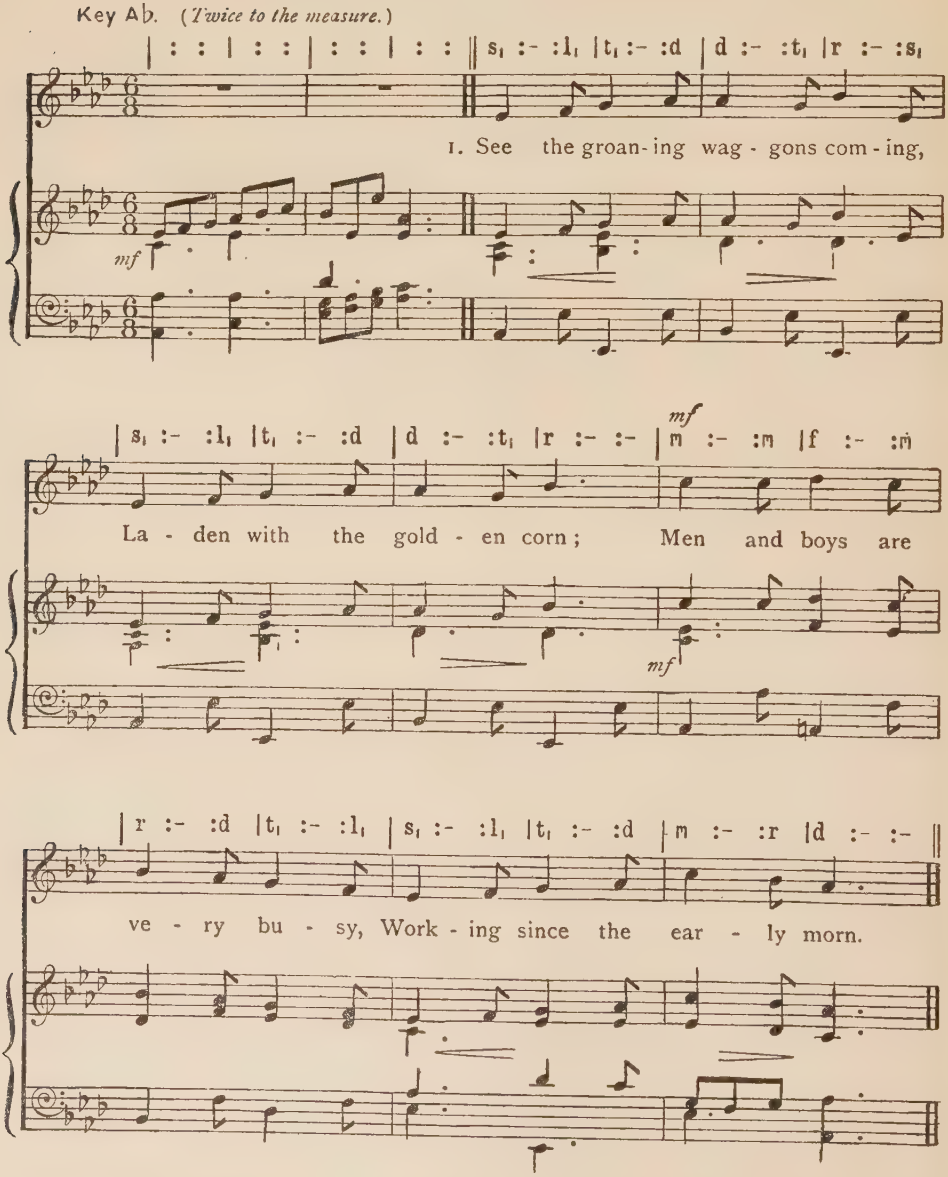
Chorus.—Melody of verse may be hummed very softly after each verse or as a final only.

ARRANGEMENT OF GAME.

Let half the class form the pond—make a ring and take hands. The other half are the children playing round, and as they do the actions they sing. The "pond" children also sing.

[1] Children all run round the pond pointing with right forefingers to children forming pond. [2] Pretend to pick flowers and smell them. [3] All look up to light. [4] All point to tall children round pond—for trees. [5] Point and run towards water's edge—up near pond. [6] All peep between and pretend to see water inside circle. [7] Hold warning finger to each other. [8] Imitate with hands fishes swimming, and peep again to see them in the water. [9] All look upwards and flap hands for wings. [10] Imitate frogs—all hop round and peep between trees, etc. [11] Imitate swimming and diving (ducks for worms). [12] Several children may "Moo" and one or two "Neigh," and these may peep in round pond pretending to drink at water's edge. [13] All children take hands—form an outer ring—dance round to music, and as they come round break off and run in line down room—for home.

(8.) AUGUST.— HARVEST HOME.


Key Ab. (Twice to the measure.)
1. See the groan-ing wag-gons com-ing,
La-den with the gold-en corn; Men and boys are
ve-ry bu-sy, Work-ing since the ear-ly morn.

Verse 1. [1] See the groaning waggons coming,
Laden with the golden corn ;
Men and boys are very busy,
Working since the early morn.

Verse 2. [2] They are going to the rickyard,
There to empty out their load,
[3] We all rush to meet the waggons,
As they bring them down the road.

Verse 3. In we jump, and soon the horses
[4] Move along with heavy trot ;
We are laughing, shouting, singing,
Such a merry, noisy lot !

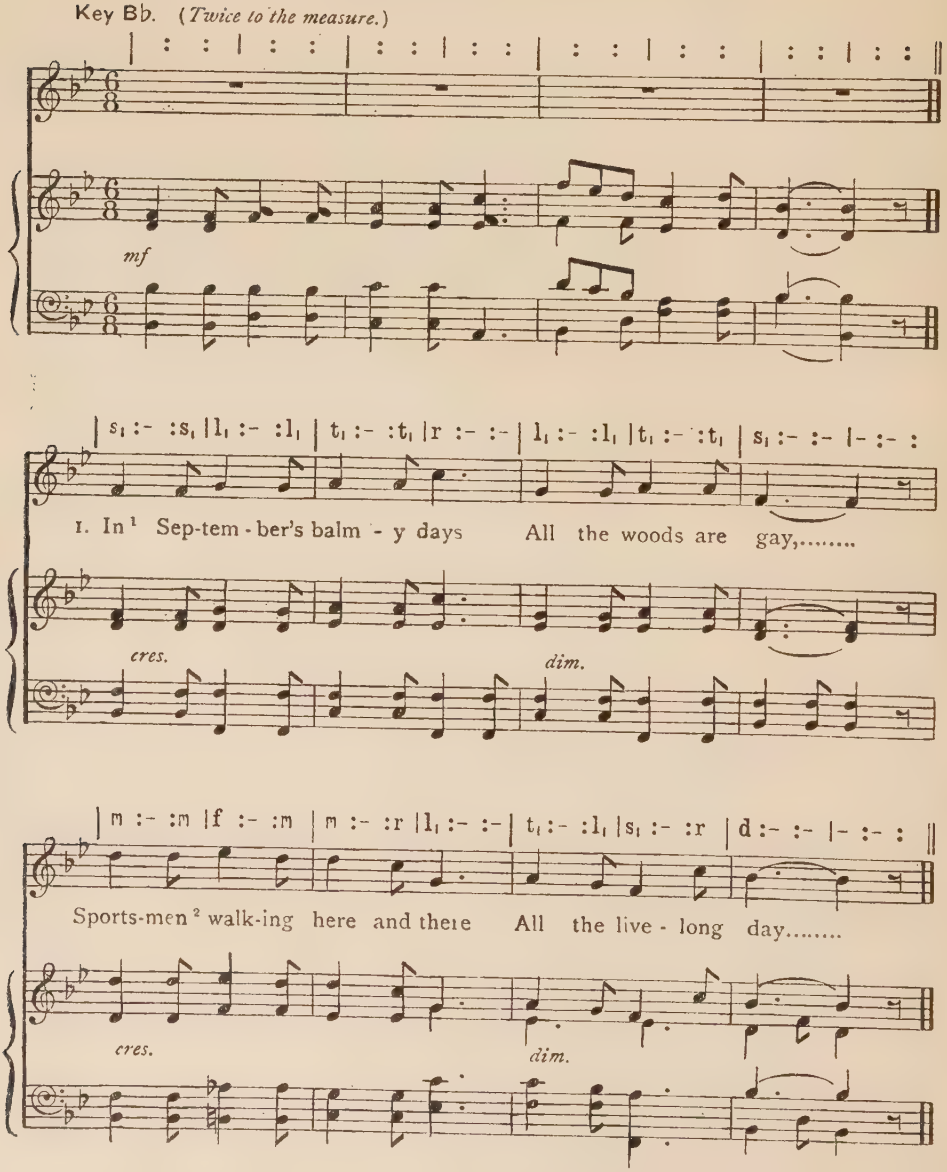
Verse 4. [5] When we reach the field, they gather
Sheaves and rakes and baskets, too.
[6] Harvest Home ! Hurrah for harvest !
No more harvest work to do !

ARRANGEMENT OF GAME.

Have several big boys for drivers. Each team consists of two big girls or boys taking hands, with long strings for reins on their "outside" arms.

[1] Class sit round. All sing Verse 1, pointing to "waggons" and teams—as they gallop down the room. [2] They pass by class into other room for rickyard. [3] When they come out certain children rush forward to ride in waggons. They stand in two's directly behind the horses—strings running along side of lines. [4] All move along slowly, laughing, singing, and waving hands to class. [5] They turn round at end of room and come back again. [6] When they get up to class, the children all run after the waggons.

(9.) SEPTEMBER.— In the Woods.


Key B♭. (*Twice to the measure.*)
mf
| s, :- :s, | l, :- :l, | t, :- :t, | r :- :- | l, :- :l, | t, :- :t, | s, :- :- |- :- :
1. In[1] Sep-tem-ber's balm-y days All the woods are gay,.....
cres.
dim.
| m :- :m | f :- :m | m :- :r | l, :- :- | t, :- :l, | s, :- :r | d :- :- |- :- :
Sports-men[2] walk-ing here and there All the live-long day.....
cres.
dim.

Verse 1. [1] In September's balmy days
All the woods are gay,
[2] Sportsmen walking here and there,
All the livelong day.

Verse 2. [3] Rabbits, hares, and pheasants, too,
Sit with anxious dread ;
Soon they hear the bracken snap—
'Tis the beater's tread.

Verse 3. [4] Worse than that, a dreadful crack
Now the silence breaks :
'Tis a gun not far away.
What a noise it makes !

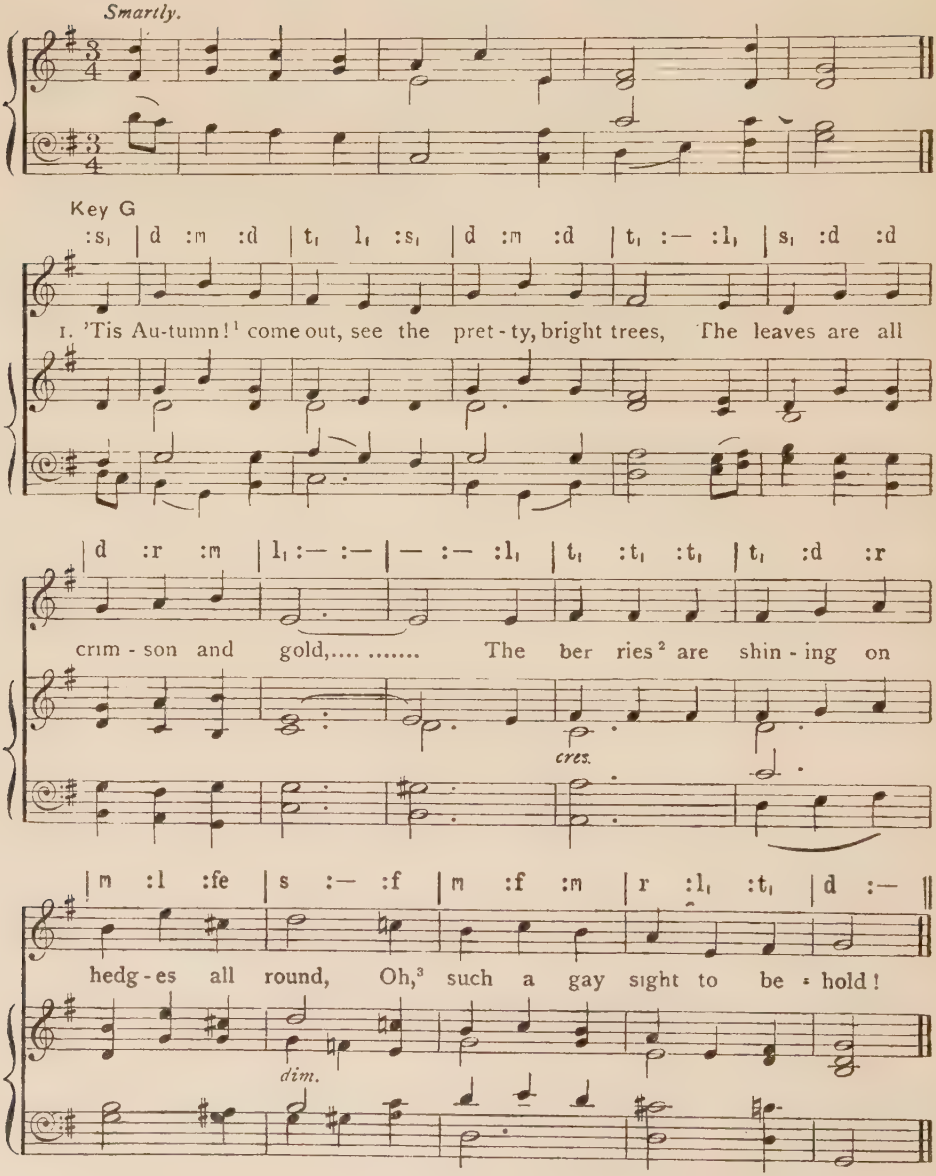
Verse 4. [5] Rabbits, hares, and partridges,
Pheasants, small and great,
Fly away and hide themselves
Ere it is too late.

Verse 5. [6] Pretty birds with plumage bright,
Hares and rabbits, too,
[7] Shot by cruel men to make
Food for me and you !

ARRANGEMENT OF GAME.

Arrange the class in a semicircle at one end of the room. Have four or five big boys with toy guns for sportsmen. Six or eight little children may sit about the " wood " for game.

[1] Class sing and point to " wood." [2] Sportsmen begin to walk about with guns. [3] " Game " hide behind chairs, etc. [4] Sportsmen pretend to shoot—hold guns in position and make " bang " with right foot on floor. [5] Hares, rabbits, etc., all run again and hide in fresh places. [6] Class point to rabbits, etc. [7] Then to sportsmen as they pass through the door.

(10.) OCTOBER.— AUTUMN.

Smartly.
Key G
:s, | d :m :d | t, l, :s, | d :m :d | t, :— :l, | s, :d :d
1. 'Tis Au-tumn![1] come out, see the pret-ty, bright trees, The leaves are all
| d :r :m | l, :— :— | — :— :l, | t, :t, :t, | t, :d :r
crim-son and gold,..... ..... The ber ries[2] are shin-ing on
cres.
| m :l :fe | s :— :f | m :f :m | r :l, :t, | d :—
hedg-es all round, Oh,[3] such a gay sight to be-hold!
dim.

Verse 2. [4] The blackberries juicy and hazel nuts brown
We gather and eat as we roam,
[5] We have a grand picnic, and then we pack up
[6] A basket for those left at home.

Verse 3. [7] The song-birds are resting, their concert is o'er,
[8] The rooks are still noisy, I hear,
[9] Their nests they are mending, [10] for winter's cold days,
[11] They'll need all their shelter, I fear.

Verse 4. [12] The swallows are bidding us all a farewell,
[13] To go to a land far away,
[14] Where the weather is warm and the sunshine is bright ;
[15] They'll not return here until May.

Verse 5. [16] The farmer is busy, his men in the field
[17] Are ploughing long furrows of brown,
The plough-boy is shouting, [18] " Gee, Bonnie and Kit ! "
[19] He hurries his team up and down.

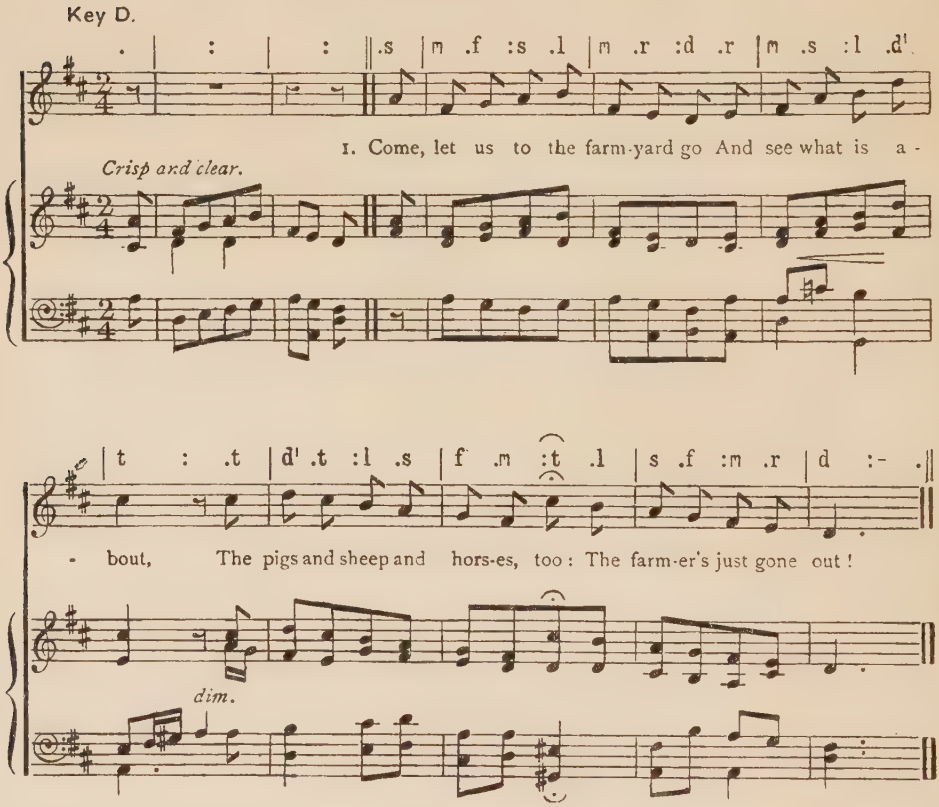
Verse 6. [20] 'Tis good-bye to sunshine, for Autumn now reigns,
The days will grow short, the nights long ;
[21] The cold Winter follows [22] with Christmas-time gay,
The season of good cheer and song.

ARRANGEMENT OF GAME.

Let the whole class form a ring—all march round, taking hands, to the refrain, before the song actually begins.

[1] Point up as if to trees. [2] Point round to hedges. [3] Bow and put out both hands. [4] Pretend to put blackberries in mouth and pick nuts for eating. [5] Laugh at each other and pretend to pack fruit in basket. [6] Put basket on arm for going home. [7] Flap hands for wings. Then rest with hands on opposite shoulders for sleeping. [8] Put fingers to ears—such a noise ! [9] Weave fingers in and out. [10] Shiver. [11] Put up hands—bring down slowly-working fingers quickly for snowing. [12] Flap wings—then kiss fingers. [13] Point out of window. [14] Point to sunshine. [15] Tell each other and look surprised. [16] Point to imaginary farmer and men. [17] Hold plough. [18] Rather shout than sing. [19] Crack whip. [20] Wave hand—look serious—point to light. [21] Shiver. [22] All jump at word " Christmas " and clap hands to time for rest of verse.

(11.) NOVEMBER.—The Farmyard.


Key D.
. | : | : ‖ .s | m .f :s .l | m .r :d .r | m .s :l .d'
1. Come, let us to the farm-yard go And see what is a -
Crisp and clear.
t : .t | d' .t :l .s | f .m :t .l | s .f :m .r | d :- .‖
- bout, The pigs and sheep and hors-es, too: The farm-er's just gone out!
dim.

Verse 1.

[1] Come, let us to the farmyard go
And see what is about,
[2] The pigs and sheep and horses, too,
The farmer's just gone out!

Verse 2.

[3] The watchdog, Bob, is very fierce,
[4] He guards the place at night,
[5] And should a thief dare come this way,
He'll get an awful fright!

Verse 3. [6] The sheep are in their cosy fold,
[7] The pigs are grunting low.
[8] The hens are scratching round for seeds,
At that they are not slow.

Verse 4. [9] The cows have just now left the field,
They're waiting at the gate.
[10] The milkman with his pail has come,
He would not keep them late.

Verse 5. [11] 'Tis evening now, [12] so all repose
In cosy barn or stall,
[13] Quite safe until at break of day
They hear the cock's shrill call.

Chorus—[1] " Bow-wow-wow," says the big brown dog.
[2] And " Baa-aa," bleats the sheep,
[3] " Grunt, grunt, grunt," says the old fat hog,
[4] The hens are clucking deep,
[5] The horse he neighs, [6] the donkey brays,
[7] The cows all say " Moo-oo "—
[8] And then the barn-door fowl cries out
His " Cock-a-doodle-doo ! "

ARRANGEMENT OF GAME.

Choose children for animals as follows : Two or three for pigs in the corner as sty. One big boy for dog sitting near by. Two or three boys for horses, inside a desk or form for stable. Five or six little ones for chickens with hen—bending down picking up corn. Two or three girls—at chair for gate, and a big boy for milkman. A big boy for donkey feeding in field close by. Two or three children in field for sheep. Boy for barn-door fowl.

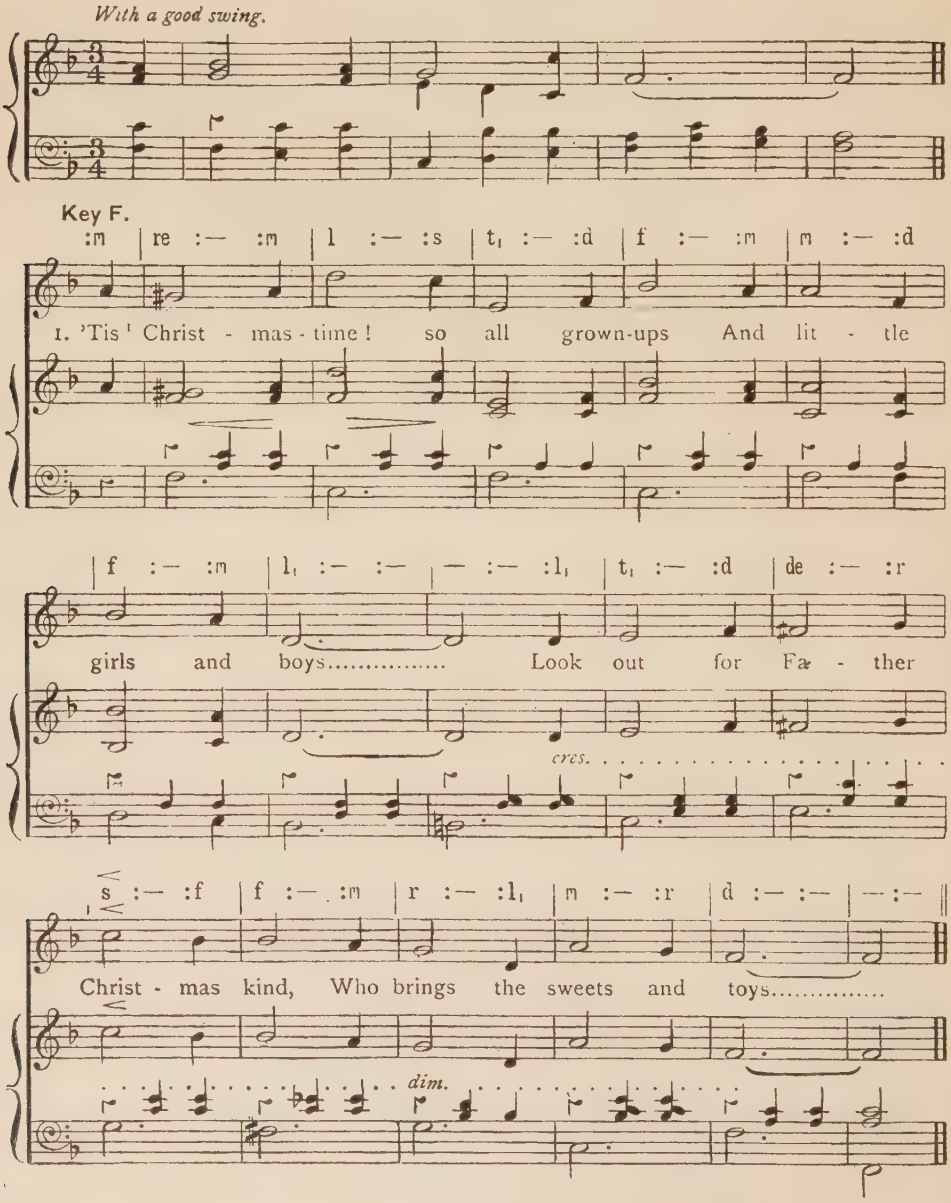
[1] Class stand or sit round farmyard and sing. [2] Point to pigs as they grunt. [3] Point to watchdog, who jumps up and barks. [4] Show imaginary house near. [5] Hold up finger and look slyly at each other. [6] Point to where sheep are. [7] Now to pigs who are grunting. [8] Now to hen and chickens looking for seeds—hen clucking loudly. [9] Point to cows at gate. [10] Milkman walks over to them with pail. [11] Point round to light. [12] All animals pretend to sleep. [13] Class put heads on hands and go to sleep.

Chorus.—After each verse—but it may be left until after the last verse, if preferred.

[1] Dog barks loudly. [2] Sheep " baa." [3] Pigs grunt. [4] Hens cluck. [5] Horse neighs. [6] Donkey brays. [7] Cows " moo " [8] Cock crows.

Each one stops own " cry " at end of line, and Chorus should be sung very quickly to be effective.

(12.) DECEMBER.— CHRISTMAS.


With a good swing.
Key F.
:m | re :— :m | l :— :s | t, :— :d | f :— :m | m :— :d
1. 'Tis ' Christ - mas - time ! so all grown-ups And lit - tle
| f :— :m | l, :— :— | — :— :l, | t, :— :d | de :— :r
girls and boys..... Look out for Fa - ther
cres.
s :— :f | f :— :m | r :— :l, | m :— :r | d :— :— | —:—
Christ - mas kind, Who brings the sweets and toys.....
dim.

Verse 1. [1] 'Tis Christmas-time ! so all grown-ups
And little girls and boys
Look out for Father Christmas kind,
Who brings the sweets and toys.

Verse 2. [2] He won't come near till late to-night
[3] When we are all asleep,
[4] For it would never do to see
[5] What's in his bag so deep.

Verse 3. [6] " Good-night," " Good-night," we're all in bed,
'Tis dark—we cannot see ;
[7] I thought I heard a sound just then,
[8] Whatever can it be ?

Verse 4. [9] Says Father Christmas—" Ah, my dears,
I've something nice for you,
Your socks are rather small, I see,
Whatever shall I do ?

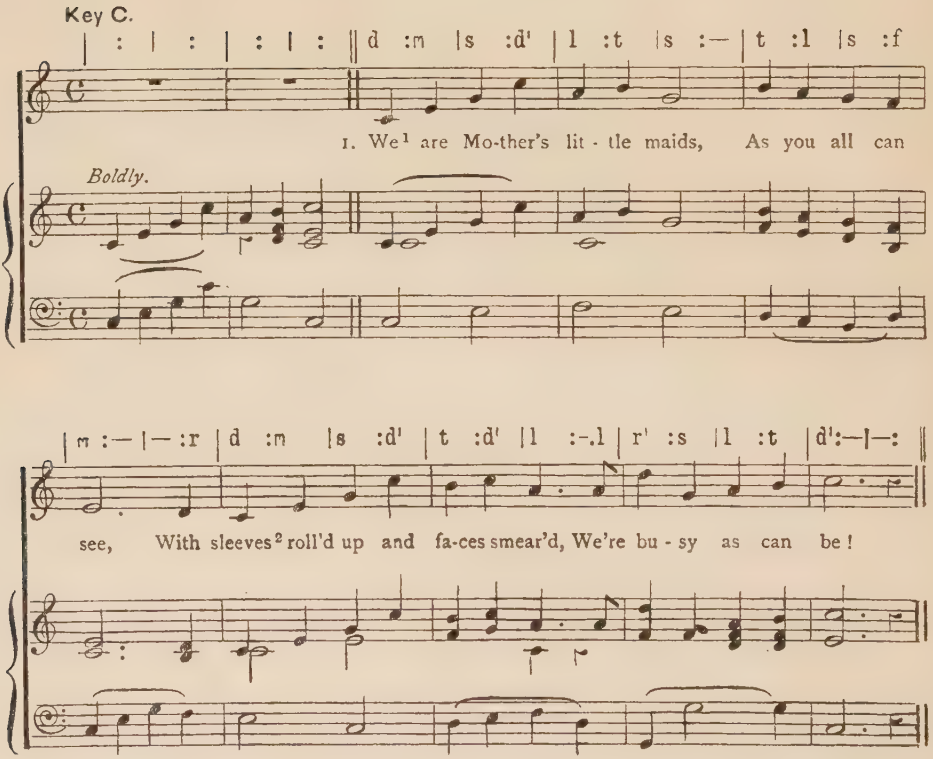
Verse 5. [10] " I know—I'll put your presents down
Upon the big chair near ;
A doll for Jess, a horse for Tom,
And sweets for Baby dear."

Verse 6. [11] On Christmas morn we all awake.
[12] Our presents nice to find,
[13] Then thanks and kisses soon are given
To parents dear and kind.

ARRANGEMENT OF GAME.

[1] Class all sit in desks and sing 1st verse. [2] They point round room to light. [3] Shut eyes and put heads on hands on desks. [4] Wake up and look round at each other. [5] Pretend to hold big bag on shoulder. [6] All sing—with eyes shut and heads resting on right hands—elbows on desks. [7] All start and wake up. [8] Ask each other. [9] All asleep again as big boy for Father Christmas comes creeping from other room. He opens door very quietly and begins to sing verse as solo. He also sings verse 5. [10] As he sings he puts present on a chair and looks round about, then creeps out. [11] All wake up and sing verse heartily. [12] A few children step out of places to find presents. [13] They turn to front of class and bow—then throw kisses.

(13.) DAY.—Helping Mother.


Key C.
| : | : | : | : | : ‖ d :m |s :d' | l :t |s :— | t :l |s :f
1. We[1] are Mo-ther's lit - tle maids, As you all can
Boldly.
| m :— |— :r | d :m |s :d' | t :d' |l :-.l | r' :s |l :t | d':—|—: ‖
see, With sleeves[2] roll'd up and fa-ces smear'd, We're bu - sy as can be!

Verse 1.

[1] We are Mother's little maids,
As you all can see,
[2] With sleeves rolled up and faces smeared,
We're busy as can be!

Verse 2.

[3] Mother has so much to do,
[4] We must help, you know,
[5] To rub and scrub and wash and cook,
[6] And ragged clothes to sew.

Verse 3.

[7] Baby-boy wants minding, too,
[8] He's so cross to-day,
[9] To get him off to sleep we'll rock
The cradle in this way.

Verse 4.

[10] Errands, too, we often do
At the village shop,
[11] Our baskets packed, we run straight home,
[12] Not daring now to stop.

Verse 5.

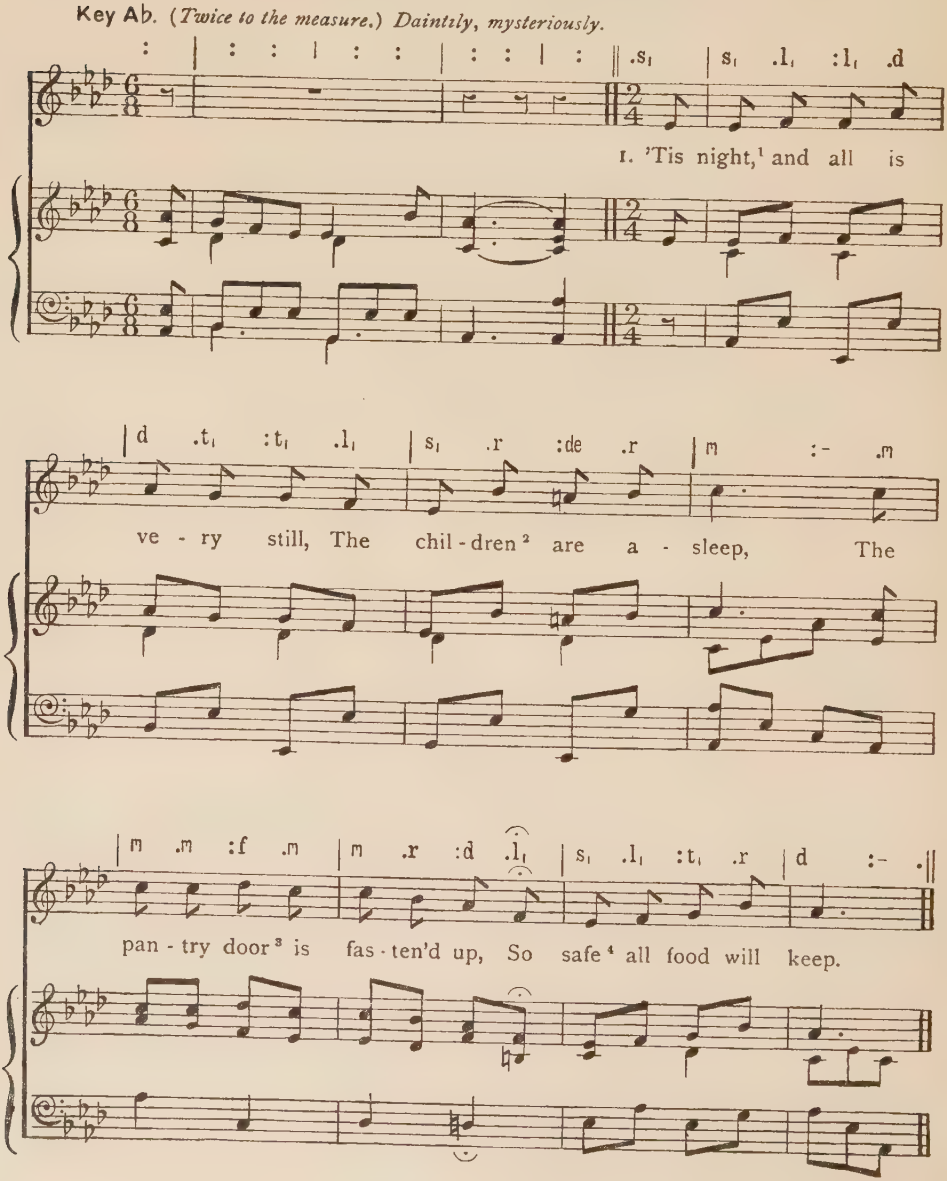
[13] We are busy little maids,
[14] Bright and willing too,
[15] Our Mothers, having so much work,
Without us ne'er could do.

ARRANGEMENT OF GAME.

Arrange class in semicircle or three sides of square, choose from eight to twelve girls for the maids. Class sing, but leave all actions for the little maids.

[1] Bow and point to selves. [2] Roll up sleeves and point to faces. [3] Look from one to another with concern. [4] Point to sleeves. [5] Imitate scrubbing and rubbing clothes in washing. [6] Imitate sewing on own pinafore. [7] Pretend to hold baby in arms. [8] Look down at baby as if angry. [9] Kneel down on one knee and pretend to rock cradle. [10] Hold hand out as if taking basket. [11] Hold up basket and pretend to be in a hurry. [12] Shake heads at each other. [13] Point to selves. [14] Look smilingly at each other. [15] Look seriously and shake heads wisely.

(14.) NIGHT.—The Naughty Mouse.


Key Ab. (Twice to the measure.) Daintily, mysteriously.
1. 'Tis night,[1] and all is
ve - ry still, The chil - dren[2] are a - sleep, The
pan - try door[3] is fas - ten'd up, So safe[4] all food will keep.

Verse 1.

[1] 'Tis night, and all is very still,
[2] The children are asleep,
[3] The pantry door is fastened up,
[4] So safe all food will keep.

Verse 2.

[5] But hark! a tiny sound is heard;
[6] The cheese says, "What is that?"
[7] The butter feels afraid to look,
[8] The bacon fears a cat!

Verse 3.

[9] Now through a little hole is seen,
Close by the pantry shelf,
Two bright round eyes, a pinky nose,
And then the mouse itself.

Verse 4.

[10] He creeps along from plate to dish,
And tastes of each thing there;
He thinks for children to have all,
It surely is not fair.

Verse 5.

[11] But Mousie's treat will soon be o'er,
For Puss is watching near,
[12] She pounces on the little thief
And kills him, too, I fear!

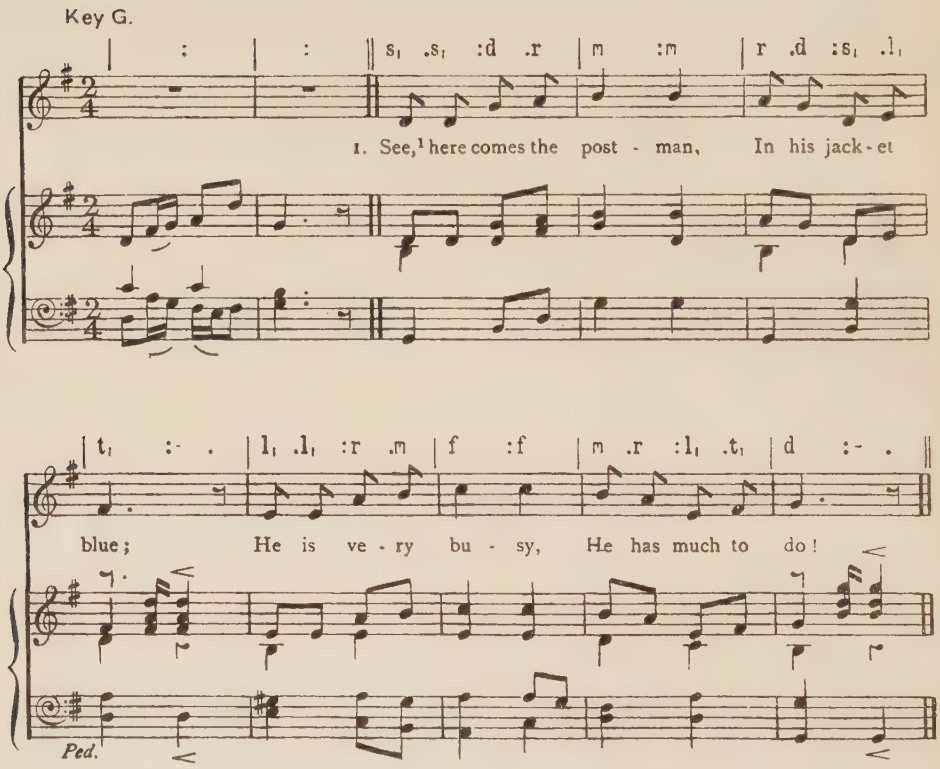
ARRANGEMENT OF GAMES.

Arrange class in rows, sitting—to represent pantry shelves, etc. Choose little boy for mouse. All class sing.

[1] All sing softly. [2] All shut eyes and still sing softly. [3] Point to doors. [4] All point to shelf—form, on which children may sit who represent cheese, bread, bacon, etc. [5] All hold up finger on right hand. [6] As all sing the cheese screams. [7] The butter hides her face behind her hands. [8] The bacon hides behind jam or meat. [9] "Mouse" creeps along by form very slowly—peeps between two children first. [10] Creeps along and pretends to eat as he goes—keeps on moving lips. [11] Class all look towards big girl advancing—creeping—wearing paper-mask (Cat Face). [12] She creeps slowly behind mouse and catches him.

NOTE.—Let children laugh when he is caught, and understand that he is not really hurt.

15. MORNING.—The Postman.



Verse 1.

[1] See, here comes the Postman
In his jacket blue ;
He is very busy,
He has much to do !

Verse 2.

[2] Calling at the houses,
Missing just a few,
Letters, papers, post cards,
[3] P'raps there's one for you !

Verse 3.

[4] " Thank you, Mr. Postman ! "
[5] " Bring me one next time ! "
[6] " Hasn't Tommy Browning
Sent home just a line ? "

Verse 4.

[7] Mother likes a letter
From the boys away ;
[8] Kitty likes a post card,
Has she one to-day ?

Verse 5.

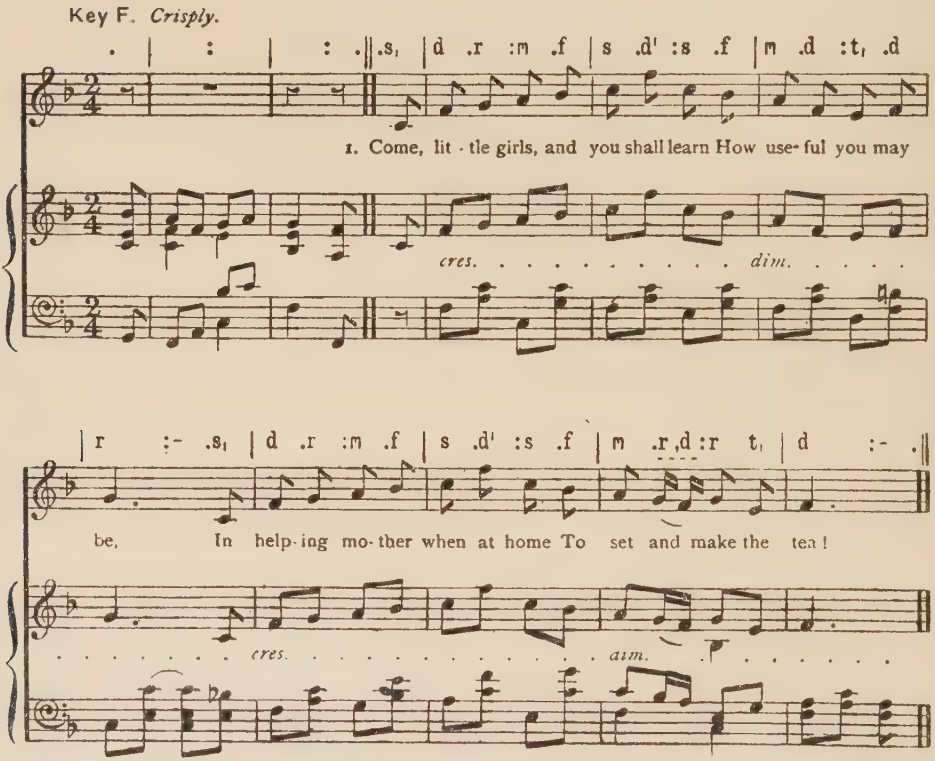
[9] We all greet the Postman
As he comes along ;
[10] If the news is tearful,
[11] He can't help the wrong !

ARRANGEMENT OF GAME.

Arrange class in lines, some way apart, for streets. A big boy may be postman. He has a school-bag for his official bag, and has in it several old envelopes, post cards, etc., to deliver. He must have several in his left hand as he comes towards the streets.

[1] Children (houses in streets) all point towards postman as he advances, and smile at him. He sorts his letters and proceeds. [2] He delivers one or two letters. Children take them in. [3] Each child turns to next and addresses this line to his neighbour. [4] A good singer may be chosen to sing this line to the postman alone. [5] Another for this line. [6] Another, looking worried, may address this line to house opposite. [7] All class sing this. [8] All point to Kitty, who has a post card in her hand. [9] Postman goes out at top of street and passes down behind children. —as he crosses bottom of street they all hold up hands and smile at him. [10] All shake heads and look sad. [11] Wave hands as postman disappears round corner of room.

(16.) AFTERNOON.—Afternoon Tea.


Key F. Crisply.
. | : | : . ‖ .s, | d .r :m .f | s .d' :s .f | m .d :t, .d
1. Come, lit - tle girls, and you shall learn How use- ful you may
cres. dim.
| r :- .s, | d .r :m .f | s .d' :s .f | m .r .d :r t, | d :- .‖
be, In help- ing mo- ther when at home To set and make the tea!
cres. dim.

Verse 1. Come, little girls, and you shall learn
How useful you may be,
In helping mother when at home
To set and make the tea !

Verse 2. Now first we'll lay the clean, white cloth
Upon the table, so,
It surely would not do to have
A horrid crease, oh, no !

Verse 3. The cups and saucers, looking gay,
Are at one end set out,
Each saucer has a teaspoon bright,
To stir the tea about.

Verse 4. The little plates may now be placed
Around the table white,
For each one's cake or buttered bread,—
Also a little knife.

Verse 5. The sugar basin and the jug,
The steaming teapot, blue,
Make haste, we must not keep our friends
All waiting, that won't do !

Verse 6. We take our seats and hand the tea
Around to each in turn,
Our manners of the best must be,
For now's the time to learn !

ARRANGEMENT OF GAME.

Have a good-sized toy tea-service, a little table and everything mentioned in song ready.

Arrange class—sitting—in front of table, and choose one or two girls to "set tea" while the class sing. Children do each action exactly as mentioned in the verse—the class singing only.

In verse 6, those children who "set tea" may invite one or two others to join them at the table. They all sit down, and appear ready to hand cups round as one commences to pour out.

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SPECIAL NOTES

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